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ABSTRACT

Background information is provided on the four sites where the Spanish-English component of a longitudinal study of language development was conducted. The study was designed to examine the dynamic process of language acquisition over time in bilingual children. Each of the four schools selected was in a different geographical and sociocultural context within the greater Los Angeles area, including urban and suburban Los Angeles County, suburban Orange County, and rural San Bernardino County. At each site two families were recruited. One family had a limited English speaking or non-English speaking child in grades 1 and 3 while the other family had children in grade 1 and prekindergarten. The families' immigration background, language preferences, and education of parents and children are reported. Descriptions are given of the school, classroom, and home contexts for the children, including observations of their linguistic behavior at the time of the initial fieldwork. (RW)

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BASELINE REPORT FOR THE SPANISH-ENGLISH LONGITUDINAL STUDY

Maryellen García, Angelina Veyna-López,
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November, 1982

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I. INTRODUCTION

1.1 Overview

The NCBR's Longitudinal Studies of Language Development in Bilingual Contexts examine the dynamic process of language acquisition over time in bilingual children, children whose language experience differentiates them from children who know only the monolingual English experience presumed by most schooling in the United States. Language functions uniquely in education as both the medium through which most skills are taught and learned, and as a set of skills which are themselves continuously refined throughout the educational experience. This dual role for language in education makes an understanding of language development particularly relevant to providing quality education for bilingual children. Language does not just happen; it develops through use in communication across extended periods of time. Similarly, languages develop in children across a variety of time patterns, a development most easily studied by longitudinal observation.

Language in its daily communication contexts is extremely important to the developing child, and forms the core data for this study. We view the bilingual child as being exposed to a diverse set of linguistic and cultural experiences in the course of his or her upbringing, and we include those experiences as essential to our research. With early exposure to two languages and cultures, ways of speaking and behaving, it is reasonable to assume that the different

socio-cultural dynamics of the school and home will provide distinct language learning contexts in which other cognitive abilities are developed. We are not so interested in describing any one child at a single point in time as we are in following each child's progress through the early years of schooling and observing the learning events, both formal and informal, though which the child develops. By studying these developmental processes which are the bases of learning, we seek to better understand the acquisition and development of cognitive, linguistic, and sociolinguistic abilities in bilingual contexts.

The longitudinal studies are detailed in this report for children whose home language is Spanish, and in a companion report for children whose home language is Korean. Placement of these studies was initiated in December of 1980; data collection is scheduled to continue through November of 1983, with the following year devoted to the conclusion of the reporting and analysis of the data.

1.2 Longitudinal Design

The longitudinal studies are designed specifically to explore the processes of language development. Inferences related to process must derive either from repeated observations of the same children over time, i.e., longitudinal investigation, or they must derive from observations of different children who are at successive stages of development, i.e., cross-sectional investigation. Cross-sectional studies of first language development have been highly informative, largely because of the close relationship found in most studies between chronological age and language development. However, for study of

second language development, cross-sectional design becomes complex as the relationship between age and language development is confounded by a variety of environmental factors, including length and intensity of exposure to the second language. In this study, we consider individual children across time, so that change within children can be seen directly and need not be inferred from differences in language development across children whose contact with a second language also differs in length or intensity, for whatever reason. The longitudinal design also allows us to investigate relationships between language development, cognitive development, and patterns of social interaction. We have included in this study children who are initiating the process of second language development at different ages and different stages of cognitive and social development. The children in the study have exposure to the second language through differing communicative and social relationships; of particular interest to us will be communication with parents, siblings, peers, and teachers, as we expect it will be these daily interactants in the children's lives that will most influence their learning.

Both the Spanish-English and the Korean-English studies have been designed longitudinally, with monthly observations in two contexts, home and school, continuing over a three year period. Sessions include tape recordings of the focal children and fieldworker notes of the scene. The children wear a small stereo tape recorder on a webbed belt around the waist, with lavalier microphones attached to their clothing. On each home visit, the fieldworker takes a board game or other toy to

reward the children directly for their participation. The games also serve to provide a stimulus for naturalistic sibling interaction. Both the children and the parents are receptive to fieldworker visits, the children for the extra adult attention, and the parents because the study is school-sanctioned and the visiting researcher is seen as involving the children in school-like activities.

Selected were children who were at ages four, six, or eight years at the beginning of the study. Some of the children had had contact with English prior to entering school; some had not. The parents of some of the children speak English to one degree or another; the parents of others do not.

Our increased ability to relate language development to language instruction as a result of these longitudinal studies will be one practical outcome of this study. In addition to the substantive increment in scientific knowledge with regard to language acquisition, we hope to contribute to the available technology in the measurement language development. These studies, the data bases they accumulate, and the analyses they support will greatly enhance our knowledge of the development of language and communication abilities in young children, in particular the special characteristics of language development in bilingual contexts.

1.3 Spanish-English Baseline Data Report

This report gives background information on the four sites in which the Spanish-English study is situated. Each is located in a different geographical and socio-cultural context within the greater

Los Angeles area. For purposes of reference, they have been labeled as Los Angeles County Urban, Los Angeles County Suburban, Orange County Suburban, and San Bernardino County Rural. There is a brief description of each community as an introduction to each of the site reports.

In each community, the NCBR Longitudinal Study is situated in one school. Each school is given a pseudonym in this report, as are all participants in the study. Two families from each school site were selected to participate. The initial requirement for participation was that one child in the family be in first grade when the study began, and that (s)he have been classified a limited English speaker (LES) or a non-English speaker (NES) by school personnel when initially admitted. The second requirement was that the child have a sibling either two years older or two years younger. Thus, at each site there is one family whose children were in first and third grades when the study began (also identified as Family 1), and another family whose children were in first grade and of pre-kindergarten age when the study began (Family 2). For the most part, the families in the study are made up of mothers who stay at home during the day, fathers who live within the nuclear family household, and offspring who range in number from the two focal children alone to as many as eight. The differing size of the families and the distribution in terms of birth order of the focal children in the family provide a rich source of data for questions about the influence of older and younger siblings on language acquisition and language maintenance. When the 1981 school year began,

most of the first graders in the study became second graders, and the pre-kindergarteners entered kindergarten. Where there are exceptions, they are noted in the text. An overview of the children in the study is presented on the last page of this introduction.

This report presents, to the degree possible while preserving anonymity for the families, immigration background, language preferences, and education of parents and focal children in each of the families. Descriptions are given of the school, classroom, and home contexts for the children, including observations of their linguistic behavior at the time of our initial fieldwork with the children in spring of 1981. We also include our increased understanding of their language learning environments in the early months of that summer. The children's language samples presented at the end of this report were elicited in July of 1981, which might properly be considered the end of the initial phase of data collection, the last event in the "getting acquainted" period. While this report reflects observations made primarily prior to mid-summer, 1981, subsequent revisions have been made possible due to the later publication of this report.

II. SUBJECTS AND THEIR LANGUAGE LEARNING ENVIRONMENTS

Four sites were selected in the greater Los Angeles area for the collection of Spanish-English data. Two of the Spanish-English sites are in Los Angeles County. Of the total population of 6.5 million (1980 Census figure), 31% are of Spanish origin. One site is located in East Los Angeles in an area which has been traditionally Hispanic, and continues to attract waves of new immigrants from Mexico and now Asia. Referred to as the Los Angeles Urban site, it is characterized by the wood-frame and stucco houses on small plots of land which are typical of older neighborhoods in California. The other site in Los Angeles County is in a close-in suburb which has shifted from a population which was only 25% Hispanic in the 1950's to more than 75% Hispanic in the 1980's. Recent immigrants from Mexico have moved into this relatively stable community where second generation families settled earlier, largely in post WWII tract housing. The site in Orange County is located 25 miles Southwest of Los Angeles, and is more sparsely minority than is Los Angeles County. Out of the county population of 204,000 roughly 10% are Hispanic. The city is characterized by suburban neighborhoods of single family dwellings and is the home of at least half of the Hispanic population of the County. The site which is farthest from Los Angeles proper is in San Bernardino County in a small, rural community characterized by agriculture and dairy farming. There are scattered neighborhoods of Spanish-speakers in the greater Riverside-San Bernardino County area, comprising 21% of the 1.4 million population (1980 Census).

With the cooperation of the corresponding school districts for these four sites, one school per district was selected for participation in the study. From each school, two families were chosen which included the sibling pairs called for in the design of this study. The family with the first and third grader was labeled 'Family 1', while the family with the first and pre-schooler was referred to as 'Family 2'. The older children of the pairs are 'C-1', and the younger, 'C-2'. Table 1 shows the grade progression of the children expected throughout the three years of data collection.

Table 1. Progression of Children Through Grades

Family	Sibling Order	Year 1	Year 2	Year 3
Family 1	1	3rd	4th	5th
	2	1st	2nd	3rd
Family 2	1	1st	2nd	3rd
	2	4 years	Kindergarten	1st

The great heterogenaity of the communities, schools, classrooms, and families, in this sample of sixteen children precludes a general statement here of their similarities and dissimilarities. Instead, the remainder of this section of the report will provide an in-depth ethnographic study of the children, including background with regard to their schools, classrooms, and family environments at the time they were first observed, i.e., the late Spring and Summer of 1981. Table 2 is provided so that the reader might have an overview of the characteristics of the sample.

Table 2. Overview of Subjects in Spanish-English Sample

Site	Family ID and Pseudonym	Given Name (Pseudonym)	Date of Birth*	Country of Birth	Sex	Birth Order¢	Grade Level (81-Spring)	Type of School Program	Tested English Proficiency	First Recorded Class Visit
San Bernardino -Rural	F-1, Saenz	C-1, Marta	72-11-14	Mexico	F	6 (8)	3	Mainstream	No school record	81-05-27
		C-2, Virgil	74-05-05	Mexico	M	6	1	Mainstream with pull-out ESL & tutoring	No school record	81-05-19
	F-2, Hoyos	C-1, Joel	72-12-27	Mexico	M	1 (4)	1	Mainstream with pull-out ESL & tutoring	No school record	81-08-19
		C-2, Gertrudes	76-07-03	U.S.A.	F	3	pre-K	N/A	N/A	81-09-03
Los Angeles -Urban	F-1, Rodriguez	C-1, Reymundo	72-04-16	Mexico	M	2 (3)	3	Bilingual	LES/BINL (1978)	81-05-15
		C-2, Eduardo	74-08-26	U.S.A.	M	3	1	Bilingual	NES/BINL (1979)	81-05-14
	F-2, Reyes	C-1, Salvador	74-02-02	Mexico	M	5 (7)	1	Bilingual with pull-out ESL	NES/BINL (1980)	81-06-05
		C-2, Mauricio	76-01-06	Mexico	M	6	pre-K	N/A	N/A	81-07-28
Los Angeles -Suburban	F-1, Fernandez	C-1, Noel	72-08-16	U.S.A.	M	1 (2)	3	Bilingual	FES/BINL (1977)	81-04-22
		C-2, Belinda	74-01-28	U.S.A.	F	2	1	Bilingual	LES/BINL (1979)	81-06-18
	F-2, Martinez	C-1, Veronica	74-02-10	U.S.A.	F	4 (8)	1	Bilingual	NES/BINL (1979)	81-05-20
		C-2, Toni@	77-11-09	U.S.A.	F	7	pre-K	N/A	N/A	82-10-14
Orange County -Suburbrn	F-1, Avaloz	C-1, Paula	71-11-28	Mexico	F	1 (3)	3	Bilingual	NES/SDOAI (1979)	81-05-08
		C-2, Loreta	74-10-24	U.S.A.	F	2	1	Bilingual with pull-out ESL	NES/SDOAI (1979)	81-05-27
	F-2, Tellez	C-1, Juan	74-05-20	Mexico	M	5 (8)	1	Bilingual with pull-out ESL	FES/SDOAI (1980)	81-05-27
		C-2, Raul	76-11-14	U.S.A.	M	7	pre-K	N/A	N/A	81-08-28

BINL = Basic Inventory of Natural Language.
SDOAI = San Diego Observation Assessment Instrument.
*Dates are given as Year-Month-Date.
¢Number of children in family is given in parentheses next to the birth order sequence of the older child in the sibling pair.
@This child is younger than the other pre-schoolers as there was no first grader with the desired qualifications with a 4-year-old sibling at this school.

1.0 LOS ANGELES COUNTY URBAN SITE

1.1 The Community

Gatos Avenue School (a pseudonym, as are all names in this report) is located in a traditionally Hispanic neighborhood which is part of the City of Los Angeles located roughly five miles to the east of the downtown area. The main commercial thoroughfare has several miles of small businesses, clothing stores, service stations, restaurants, and grocery stores, with one-half to two-thirds of them displaying signs in Spanish. A county library, federal post office, and high school are also located in this section of town. The homes are older stucco buildings or two-story wood-frame houses ranging from excellent to poor condition. Some of these structures have been converted to duplexes for the many renters in the area.

1.2 The School

The school has served the community for more than a generation. The additions to the buildings attest to its expansion over the years to serve a growing school population. Of the approximately 1200 students enrolled in grades K-6, 98% are ethnic minorities. There is a staff of 42 classroom teachers, and 11 out-of-class staff. Roughly one-third of the staff is bilingual. Special staff for the bilingual programs include 19 Spanish-English bilingual teachers, 7 Cantonese-English bilingual teachers, one bilingual coordinator, 4 teachers of English as a Second Language (ESL), one English language writing specialist, and 3 English language reading specialists.

Because of the large enrollment, at least fifty percent of the students were on double session in 1980-81 during the traditional September through June school year.

It is apparent that the large number of people at the school on a daily basis poses problems for staff and children alike. There is the problem of space, for example. All available indoor nooks and crannies which have a door are used as offices for the extra non-teaching staff. ESL pull-out classes are held in the school library. Lunch hours are staggered so that children can be accommodated at the outdoor tables as they eat their school lunch. (The cafeteria has a kitchen and a teachers' lunch room, but the children eat in shifts outside under a concrete canopy. This makes it extremely noisy when the children are eating lunch, since they are surrounded by concrete on all sides.) The overall impression is that of many one-and two-story concrete buildings grouped closely together, surrounded by more concrete and asphalt. Yet the friendliness of the school staff, the children, and even the mothers who come to wait with them on outside benches gives the school a neighborhood atmosphere.

Gatos Avenue School follows the school district's Lau Plan, which provides NES/LES students with reading in their home language until they are ready to make the transition into English. If they enter school with little proficiency in English, they may take content courses in their home language until making the transition into English in the third grade. They receive instruction in their home language in math, science, reading, writing and social studies. The procedures for

placement into bilingual classes begin with a Home Language Survey completed by the parents with information about the language(s) spoken in the home. If there is a non-English home language, the student is given the Basic Inventory of Natural Language (BINL) in English. If they are non-English speakers or limited in English proficiency, they are placed in bilingual classes if parents give their written consent.

1.3 Description of the Classrooms

The first grade classroom. Mr. C's room has a wall of windows facing north, with two doors on the north wall at opposite sides of the room. The room faces a cement walkway and another building about 20 feet away. It does not face the playground. Mr. C's class starts in afternoon, after Mr. C has already been team-teaching another half-day class since nine in the morning. A typical day's schedule was:

12:10 - 12:40	Class business
12:40 - 12:10	Spanish reading
2:10 - 2:30	ESL or language arts
2:40 - 2:50	Recess
2:55 - 3:45	Math
3:45 - 4:10	Spelling (Spanish)
4:10 - 4:25	Clean-up
4:25	Dismissal

The math lesson is presented bilingually. On some days, in addition to recess there is time for P.E. In the Spring, they rehearse dances during P.E. time for their Cinco de Mayo program.

Linguistic environment. Mr. C's class is one of six bilingual first grades at this school. As he had a large number of limited- and non-English speaking children in his classroom, his was the one selected for participation in this study. He is one of two male bilingual first grade teachers in the school, and the only one raised and educated in Mexico, coming to the U.S. as a teenager. He attended high school here, and speaks English fluently. He uses English when talking with adults at the school and with the researcher. With parents, and with students in class, he uses Spanish. While teaching, he uses Spanish roughly 90% of the time. Two other adults are present in his classroom on a regular basis. One is Mrs. J, a teacher who instructs in ESL for two hours a day. She does not speak Spanish, although she has taken some courses in it. The other is Ms. C, a college student working on her teaching certificate. She is very fluent in standard Mexican Spanish, and is fluent in English as well. Both she and Mr. C pay attention to the way the children do things, i.e., whether they are courteous or not, and do things in the "proper" manner. There seems to be an attention to respect for adults that is not emphasized as much in other American classrooms.

Teacher objectives for language learning. The class was conducted, for the most part, in Spanish, since the majority of the class (70%) was monolingual in Spanish, and the rest had only limited proficiency in English. All of Mr. C's reading and writing instruction is in Spanish, since none of the students have sufficient ability in English to attempt English language literacy. The school uses the

Santillana readers, a Spanish language, graded series. Most of the class advanced two levels in that series by the end of the year. Mr. C also teaches the students to print letters, words, sentences, and small paragraphs in Spanish. By the end of the year they are able to write their own short letters and stories. His objectives for speaking are for the children to increase their vocabulary in Spanish and to develop their oral English language abilities.

The third grade classroom. Ms. H's classroom faces west, with a wall of windows on that side. In the late spring, the blinds are usually drawn to keep the room cooler. Two doors at opposite sides of the wall open out into a concrete corridor, shaded by the upper walkway of the two-story building. Next to the corridor there is a concrete patio which extends back five feet and is surrounded by a shoulder high (adult-gauged) cement wall. The asphalt of the playground stretches out behind it.

A typical day's schedule looked like this:

9:00 - 9:10	Opening activities, pledge of allegiance
9:10 - 10:20	English language reading; ESL
10:20 - 10:40	Recess
10:40 - 11:30	Math
11:30 - 12:10	Lunch
12:10 - 1:30	Spanish Reading
1:30 - 2:00	Language Arts (In the early spring, the class used this time to practice dances for the Cinco de Mayo celebration.)

2:00 - 2:30	Health/Science (Wednesday and Thursday at this time the teachers have Staff Development and the children have P.E. with another supervisor.)
2:40	Dismissal

Ms. H says that the schedule is flexible after 1:30. They use that time to catch-up anything that needs to be finished.

Language environment. Ms. H's class is the only third grade bilingual class at the school, except for one 3rd-4th grade combination class. There are 28 children in the class; 80% of them are Spanish-speaking, with varying degrees of ability in English. There are two monolingual English-speakers in the class. The aide, who is present in the class for the whole day, is not bilingual. Ms. H's objectives in reading are to complete one book (equal to one grade level) in the Santillana series, and for English, to complete two and a half levels. Most of the chidren in the class read and write in both languages. Her objectives in writing are for the children to be able to complete sentences and short paragraphs in English by the end of the year. Ms. H uses English for most of her lessons, about 80% of the time. She is second generation Mexican-American and fluent in Spanish and English natively. She uses Spanish for addressing Spanish speakers, repeating instructions, and instruction during Spanish reading and writing. Most children receive ESL instruction in the class and some participate in the ESL pull-out program.

1.4 Family 1: First and Third Graders

Home context. Mr. Rodriguez came to California 10 years ago, then sent for Mrs. Rodriguez the following year. There are three boys in the family, the oldest is 11 year-old Arnulfo, the middle child is Reymundo (born in April of 1972), and the youngest is Eduardo (born in August of 1974). Their father works as a fabric cutter in a garment shop within close walking distance of the school that his sons attend. He is frequently able to pick Eduardo up from school after work, as the half-day, first grade class dismisses at 4:30. They live in a comfortable one-story wood-frame duplex with a small front and back yard. Mr. Rodriguez but not Mrs. Rodriguez finished secondary school in Mexico City, where both are from.

Spanish is the language of the home. Currently they have a teen-aged cousin from Mexico staying with them who is monolingual in Spanish. Mrs. Rodriguez also takes care of a little baby girl and her 3-year-old brother, who are nearby neighbors. During the day, when there are younger children in the home, as well as his mother and cousin, Eduardo is reported to use Spanish exclusively. His father says that Eduardo uses both Spanish and English when one of his brother's playmates from the neighborhood comes to visit. His older brothers, Reymundo and Arnulfo speak more English than he does. Arnulfo, the eldest, spent the first few years of his life in another neighborhood, where most of the children spoke English. All of his schooling has been in English. His father can speak some English because he attended ESL classes at a public adult school and uses it on

the job with monolingual English-speaking friends. In fact, Mr. Rodriguez feels that his youngest son may not be getting enough English in the bilingual program, and worries that his English skills may suffer because of it. Mrs. Rodriguez feels that the bilingual program is good for the children. Both value a good education for their children.

Focus on Reymundo Rodriguez: School. Reymundo's cumulative record indicates that he is a very bright child, enjoys school, and relates well to his classmates. When he was tested for language ability in 1978, he was shown to be limited English-speaking by his score on the BINL. By the early part of 1980, his BINL score showed him to be a proficient English speaker.

His second grade report card shows him to have finished the year with 'Excellent' in oral and written language, with some problems in handwriting. The report showed many 'Excellents' and only a few 'Satisfactories' in English reading, math, social science, fine arts, and physical education. In the areas of citizenship and emotional maturity, he received 'Excellents' throughout the year. His third grade report card indicates that he is having problems in the mechanics of writing in both Spanish and English, i.e., punctuation and handwriting, and also with oral expression. In other areas of reading and writing, such as expressing ideas, reading comprehension, and oral reading, he does much better in Spanish (A's) than in English (C's). His work habits and citizenship continue to be outstanding.

His third grade teacher comments that Reymundo is very fluent in both languages, but he is still noticeably Spanish dominant. He uses both languages when participating in classroom activities. When addressed in one language, he will reply in that language. Over the year, he became more proficient in English and more capable of reading and writing in that language. By the end of the year he had gone from first grade to the beginning of third grade in English reading. In English writing, he had gone from a second grade level to the third grade level. He was promoted to fourth grade at the end of the year.

Focus on Eduardo Rodriguez: School. Mr. C feels that Eduardo is not typical of the children in his first grade because he is quiet and still has some traces of baby talk. He pronounces 'l' for 'r,' in Spanish, for example. However, in Spanish language reading he reached the second level of the Santillana series in kindergarten, and passed that at the beginning of first grade, progressed through one and one-half readers the rest of the year. He is now at level four, which makes him one of the more advanced readers in the class. He is expected to continue satisfactory progress in reading and writing in Spanish in the second grade.

Eduardo's report card for this first grade year reflects the consistent effort that he has made to learn and to be a good all-around student. By the end of the year, he received 'Excellent' in reading, oral and written language arts, mathematics, social sciences, fine arts, physical education, citizenship, and social and emotional

maturity. His first grade teacher characterized him as 'an enthusiastic learner' in his permanent school record.

Eduardo began the year in the ESL pull-out program for special assistance with his English, but by the end of the year he was receiving only in-class ESL instruction from the team teacher. Mr. C reports that by the end of the year Eduardo was able to separate English from Spanish in his own speech, whereas earlier in the year he had been mixing the languages.

Reymundo: Observations. Reymundo is soft-spoken, and gives the impression of being quiet, but not shy. He is noticeably more fluent in both Spanish and English than his younger brother, although he is not as confident in English as his older brother Arnulfo is. (This may be because Arnulfo simply has a more outgoing personality.) When Reymundo is at home playing with his younger brother, he speaks Spanish. When his older brother is around, the conversation is more likely to be in English, but Spanish is still the preferred language in the home.

In the classroom, Reymundo is very attentive to the teacher and the lesson being presented. From our observations of him in his English reading group, we have noticed that he has no problems reading aloud from his workbook, following the interactional expectations of the teacher, and adhering to the participation structure of the lesson. When allowed free time one day to play a spelling game in English with some of his classmates, he left them in favor of joining a friend of his, who is also his friend outside of school, in putting a puzzle

together. Two other boys joined them. It was a cooperative effort undertaken by all, conducted primarily in English, but with some Spanish as well. Although he is well-liked, he is not one of the leaders in his peer group. Other boys in the class have given each other nicknames. Perez is Peras 'Pears,' for example, and a plump child is called Delgado, 'Skinny.' Reymundo has a nickname at home, but not at school.

Eduardo: Observations. Eduardo is quiet, soft-spoken, and gives the appearance of being shy, but he participates eagerly in class activities and is a diligent worker. He does not go out of his way to talk to people, preferring to work by himself, but he does not avoid them, either. He feels much more comfortable speaking Spanish than English. He is learning English through ESL instruction at school, although during the year the class was conducted primarily in Spanish. Eduardo does not overtly seek attention in class, but he will volunteer experiences and anecdotes in Spanish during times when it is appropriate for class members to volunteer. He usually speaks Spanish on those occasions. He is more likely to seek explanations from an adult in the classroom rather than from a classmate.

At home, his brothers speak English and Spanish with him, interaction which serves as additional English language input. However, he still prefers Spanish at home. When playing at home with the younger children that his mother takes care of, he displays an ease in Spanish that he does not in English. He is on a pee-wee league

baseball team as an extracurricular activity, another social context in which he is exposed to English.

1.5 Family 2: First Grader and Preschooler

Mr. and Mrs. Reyes live in part of a large two-story wood frame house which has been converted into a triplex. Their part of the building has two bedrooms, and a large living-dining area in which there are two double beds. They need the accommodations for their large family, 6 boys ranging in age from 19 to 5, and a little girl who's just 6 months old. The two oldest boys are 16 and 19, and already have jobs, working at the same restaurant in a neighboring city where their father is a waiter. The other four boys are 10, 8, 7, and 5, and serve as playmates for each other. The language of the home is Spanish; only the 8 and 10 year-old speak English at school, having been in the school system since kindergarten.

The family settled in the Los Angeles area in a piecemeal fashion, with the father coming here 10 years ago to work, then bringing his two oldest sons. They had been here for five years, sending money home to a little town in Mexico and going back for visits, when Mrs. Reyes and the rest of the family joined him in Los Angeles, because there were no prospects for betterment in Mexico. One of our focal children in the family, Salvador, (born in February of 1974) was having problems speaking and was left behind with Mrs. Reyes' mother. Mrs. Reyes reports that Salvador did not speak at all as a toddler, making his wants known by gestures to other family members. They were very concerned that there was something physically wrong with him, so they

kept sending him to specialists in Mexico. Finding no physical abnormalities, the specialists told her not to worry. Salvador finally began speaking at the age of five. Listening to him now, one does not notice anything unusual about his speech that would reflect an earlier problem. Mauricio (born in January of 1976), the 5-year old, is monolingual in Spanish. His language development was normal. He was eager to begin school, and is now in kindergarten on the year-round track.

At the beginning of the 1980-1981 school year, Salvador spoke only Spanish, but by the end of the year, according to his teacher, he would say words and phrases in English. He had ESL instruction in the pull-out program from one of the school's ESL specialists, as well as the in-class sessions with Mr. C's monolingual English speaking team-teacher. Mr. C reports that Salvador tended to talk 'baby talk' at the beginning of the year, but by the end he did not do it as much. Mr. C feels that he had good potential for learning English, but that it seemed difficult for him. Mr. C notes that Salvador tries very hard to do well. By the end of the year, Salvador was reading at level three in the Santillana series. Most of the class had completed the third level and some had gone on to the fourth. Mr. C recommended that Salvador begin at level three when he began his new first grade year.

Focus on Salvador Reyes: School and Home. Mr. C does not feel that Salvador is a typical first grader, as he had not attended school prior to his enrollment in first grade. This created some difficulty in his adjustment to the classroom routine as well as to his

preparedness to study the curriculum. The reading preparation that he would have had in kindergarten is lacking now. Thus far Spanish reading has been a challenge; he mastered decoding skills by the end of the year, but comprehension of the written text was still a problem. His progress in ESL was slow. For these reasons Mr. C felt that it would be best to retain Salvador in first grade for the coming year (1981-1982).

Salvador's report cards for the 1980-1981 year show his achievement in Spanish reading (in Cascabel) to be 'Unsatisfactory,' as it is for spelling and math. His oral language skills in Spanish are satisfactory, as are creative writing and handwriting. In social studies and fine arts, satisfactory progress was reported. In non-academic areas, that is, for physical education, citizenship, and social and emotional maturity, excellent progress is reported.

Language. Salvador appears to speak Spanish fluently for his age, despite his not speaking until the age of 5. Definitely Spanish-dominant, he has picked up a few words and phrases now in English. On one of our home visits when we asked him to respond in English, he gave a pragmatically and syntactically appropriate response, even though the pause before his response may have been needed to put the words together in the right way. Two of his older brothers (middle children in the family) appear to be learning English with no problem, and are bringing that language into the home context.

In school, Salvador appears to enjoy the attention being paid to him by the researcher. He is eager to wear the tape recorder, and to

put the microphone on. On one of our visits, we noticed the problem that he was having with Spanish language reading. He was decoding two-syllable words, and was appearing to do so purely by the sound-letter correspondences. Word meaning was apparently not playing a role in his reading effort. It will be of interest to monitor his reading aloud in his next class to see when oral reading becomes noticeably easier for him, and how that relates to comprehension.

2.0 LOS ANGELES COUNTY SUBURBAN SITE

2.1 The Community

This suburban community is located approximately 13.5 miles from downtown Los Angeles to the southwest, in the San Gabriel Valley. It lies between two riverbeds: the Rio Hondo to the West, and the San Gabriel to East. There is a population of 50,800, in a rectangular area of 8.2 square miles. It has some light industry, small shopping centers, commercial buildings, and professional offices, but it is primarily a bedroom community for neighboring industrial cities. Its residential neighborhoods appear to be middle class, mostly housing tracts built just after World War II, although there are a few older, working class neighborhoods.

Incorporated in 1955, there is a real sense of community in the city. From a population reported to be 25% Mexican-American in the late '50's, it has changed to 80% Mexican-American in the late '70's. Many local businesses now have Spanish-speaking personnel, and there are noticeably more Mexican-owned businesses than in the 50's or 60's. Neighborhood stores post signs in both Spanish and English. The

library, located almost in the geographic center of the city on a wide east-west avenue, still has few books in Spanish, however. Responsive to its Mexican-heritage residents, the city sponsors a big celebration for the 16th of September, Mexican Independence Day, complete with parade, queen, and a carnival.

2.2 The School

Valentino Elementary School sits at the end of a cul-de-sac in a quiet residential neighborhood in this community. The street on which it is located intersects a lengthy north-south thoroughfare, along which the main post office, Sheriff's station, and the district's only high school are also located. The school is adjacent to the city's centrally situated park, and one of the district's junior high schools is nearby.

Valentino Elementary has a spacious and airy feeling. It is neatly laid out, with several rows of buildings of four classrooms each, parallel to each other, separated by grassy strips about 15 feet in length. The corridors are outdoors but shaded; the school office and cafeteria building are at the front of the school grounds, and a large blacktop playground and grassy area are to the back.

There is a total enrollment of 504 at the school, with 92% of Hispanic origin, 7% Anglo and .6% Asian. Only 123 of the children have been determined to be in need of bilingual education (by Federal guidelines): 92 are limited English speaking (LES), and 34 are non-English speaking (NES). There is at least one bilingual classroom per grade level at the school, which spans K-6.

Of the 17 classroom teachers at the school, 9 are Hispanic; of the 3 resource teachers, 1 is Hispanic. Of the 12 other staff members, 11 are Hispanic; this includes a bilingual principal and office secretary, janitors, librarian, and a visiting school nurse. The school is on the traditional September through June school calendar.

Bilingual program. Upon enrollment, the students are routinely surveyed to determine if a language other than English is spoken in the home. Parents are asked at that time if they would like their child to be enrolled in bilingual classes. The BINL has been used in previous years for determining of English and Spanish language ability, but the district is now seeking a replacement test. There are pull-out ESL classes for students who are limited English speakers at the beginning of the year. School-wide objectives for reading and writing for the bilingual classes are for children to be taught reading and writing in Spanish, and then to transition to English when children are able. For many, this is possible by third grade. Literacy skills in Spanish continue to be taught after the transition to English reading and writing. On Tuesdays and Thursdays, the whole school participates in the supplemental Developmental Reading Program (DRP), which has 15 units in Spanish and 30 in English. Children go to other classrooms for 40 minutes in the afternoon for work on language skills.

2.3 Description of the Classrooms

The first grade classroom. Mrs. V's first-grade classroom is the only bilingual first grade in the school. It is a large, airy room, with a wall of windows to the northeast. The windows are set directly

above a waist-high (for children) counter; near the end of the wall there is a door which opens out to a wide strip of concrete. On occasion an aide will work with a reading group out here. On a typical day, the line-up bell rings at 8:30, and the children file in and sit at their desks by 8:35. The next ten minutes are for attendance, school business, and the pledge of allegiance. From 8:45-9:00 there is 'sharing.' At 9:00 the language arts activities begin. At 10:20, there is a 20 minute recess. From 10:45-11:20 the children work on individual projects. Lunch line-up and dismissal for lunch are completed by 11:20.

The lunch recess is over at 12:15. Children come back to the room by 12:20, and have a math lesson. On Mondays and Wednesdays there is ESL for some from 12:40-1:20. At 1:20 there is a recess. On some days, PE follows this recess, so the children are allowed to stay outside and play. On other days, they come indoors at 1:30 and have a science lesson. When they finish, they have free time. Clean-up usually begins at 2:00, with dismissal at 2:20.

The teacher is fluent in the local dialect of Spanish, having been raised in the area herself. The aide also speaks a local variety of Spanish. Both live in the community and have children who are going to district schools. Both are also natively fluent in English, which appears to be their dominant language.

English is the preferred language in the classroom, as there are also a few monolingual English speakers in the class. The teacher makes it a point to speak Spanish with those children who don't

understand English, and will translate instructions that she gives in English for their benefit. She does not do the same consistently for the English monolinguals, however, when speaking Spanish to the group. English is clearly the language of classroom management, evidenced by the fact that the teacher and aide always speak to each other in English, and to the bilingual researcher in English. Literacy in Spanish and English are goals for the students in the classroom, for the English monolinguals as well as for the bilinguals.

The third grade classroom. Ms. R's classroom is the only third grade in the bilingual program. It is the same size and shape as the first-grade classroom, also with large row of windows facing northeast. Like the first grade room, a door opens out onto a concrete strip, although class activities were not observed out there during our visits.

Typical daily schedule for Mrs. R's class:

8:30-8:45	Opening activities (lunch count, attendance)
8:45-9:00	Free reading (sustained silent reading)
9:00-10:30	Reading program (3 reading groups rotating to spend 1/2 hour each with the teacher)
10:30-10:45	Recess
10:45-11:30	Language lesson/spelling
11:30-12:15	Lunch
12:20-12:40	Journal writing
12:40-1:30	Math (Tuesdays & Thursdays--Developmental Reading program)
1:30-2:15	Social Studies
2:20	Dismissal

Language use. Mrs. R uses much more English than Spanish in her classroom than Mrs. V does. She is Mexican-American and is natively fluent in both English and Spanish. Her classroom aide, who is present in the mornings from Monday through Thursday, is also a bilingual woman from the local area. Of the approximately 30 students in the class, Mrs. R says that the majority are bilingual, with only one non-Spanish-speaking child. Interestingly, she reports that when speaking in front of the class, almost all of the children prefer English to Spanish, with only two children consistently preferring to speak Spanish. (For many of the children, it is their third year in a bilingual classroom and, perhaps more importantly, their third year in a school environment where English is the prestige language.) Literacy in English and Spanish is a goal of language instruction. Writing is encouraged. The students write in their composition books daily about an event of their chosing and in the language that they prefer. Many of the children who prefer oral communication in English still prefer to write in their composition books in Spanish because, according to Mrs. R., it is phonetically easier to spell. Reading aloud to fellow class members is another activity in which the children participate on occasion, chosing a book in either language.

2.4 Family 1: First and Third Graders

The Fernandez' live in the suburban neighborhood immediately surrounding the school, in a house only half a block away. Their house--which they are buying--is a comfortable three bedroom building,

with a covered-over patio next to a two-car garage in the back yard. Noel, born in August, 1972, has just completed third grade; Belinda, born in January of 1974, has just finished the first grade. Both were born in California. There are no other children in the household, but Mrs. Fernandez takes care of 2 younger cousins during the day. They live across the street. Mr. Fernandez was born in Mexico, but came to the community during adolescence, graduating from the local high school. He also attended adult school classes held at the high school to improve his English, which is now very fluent. He works as a machinist in a neighboring industrial community. Mrs. Fernandez was born in Tijuana, and finished high school there. She moved to this area after her marriage. She is still monolingual in Spanish, but understands some English.

The parents have always been very supportive of their childrens' education. Mrs. Fernandez took both of them to preschool classes offered at the elementary school, and helped out there although she could speak no English and the teacher could speak no Spanish. Other mothers who went translated for her. The children were eager language learners and had no problems with language as toddlers. Mrs. Fernandez reports that they now use Spanish with her and English or Spanish with each other. Their father uses both Spanish and English with them.

Focus on Noel Fernandez: School. In school, Noel is popular and outgoing with his classmates, and above average in achievement, in the opinion of his teachers. His report cards from grades K-2 indicate that he reads well in Spanish and English, has good study skills, and

is conscientious but talkative. His third grade teacher comments on his end-of-the-year report card that he has great potential, but he needs to improve on concentrating on his work. She says that he tends to let socializing get in the way of his completing his school work. Due to the interest at home, he was always marked as outstanding for completing his homework. In language arts (oral language), his end-of-the-year grade was a C¡. He had a C¡ in handwriting and a B in spelling. Grades for reading and math were 'B's, but he got a 'C' in social science. When he entered the school as a kindergartener, he was scored FES and FSS, i.e., fluent in both English and Spanish. The principal noted that the scores were probably due to his natural talkativeness, since the test they used (BINL) biases the results in favor of talkative children.

His third grade teacher, says that Noel usually uses English when he speaks before the class in an oral language 'sharing' situation. At first he was shy, hesitating in front of the group for a few minutes before speaking, but he had no problems once he was underway. He reads both English and Spanish, and has good structure in his composition, according to the teacher.

Focus on Belinda Fernandez: School. On her cumulative record from kindergarten, her teacher wrote at the end of the year that Belinda grasped concepts easily and enjoyed all of the activities. She was well-liked by her peers, liked school, and had a good self-concept. Her first grade teacher echoed those comments, and added that she was good at almost everything she did, and was a good worker. On her first

grade report card, Belinda received 'B's in language arts skills, except for spelling and handwriting in which she received two 'C's. Written communication was the only area in which she received an 'N' for 'needs improvement.' She had 'B's consistently in all her other subjects. When she first entered school, at kindergarten, she was classified as being fluent in Spanish and limited in English, according to the BINL.

Her first grade teacher feels that Belinda is a very good worker and generally well behaved, although she does get into mischief on occasion. She enjoys participating in classroom activities, and joined in the singing of Mexican songs with some of her female classmates, although she seemed unsure of many of the words. When one of the few monolingual Spanish speakers in the class needed help on an assignment, Belinda was one of the people designated to help her. She usually uses English in class, but knows to switch when a classmate does not understand it. She reads English as well as Spanish, and is learning to write both.

Noel: Observations. Noel clearly prefers to use English whenever he can. It is his preferred language at school and at home, where he will switch to Spanish only when dealing with his 3-year-old cousin, whose family is Spanish-speaking. He also uses Spanish with his mother, but not his father or his sister, except for taboo words when feeling silly. When he and Belinda went to visit their grandparents early in the summer, they reported having to use a lot of Spanish. Their parents know that these trips are good for the maintenance of

their home language. With the researcher, Noel tends to use English, but will use Spanish when requested to.

Noel is an accomplished language user even at his young age. He seems to be acquiring English with all of the normal monolingual developmental variants and non-standard rules with his peer group, such as the double negative and 'ain't.' On one of the recordings he audibly struggled with an agreement rule for 'be': in a sentence with the Dodgers as a subject, should the verb be 'is' or 'are'? In conversations with his peers, his use of English clearly marks him as a group leader. It is usually he who selects the next topic in a discourse, and uses his turns with an economy of expression to make his points. In conversations on baseball he supports his verbal points with information, which makes him respected as knowledgeable.

It is doubtful that Spanish is of equal facility for him. He uses it in restricted contexts, i.e., with those at home and in the extended family who do not understand English, and in the non-oral domains of reading and writing. His oral language skills are most evident in English, which he uses with his male peers at school, with his little league team, and with school-aged playmates and his sister at home.

Belinda: Observations. Belinda also prefers to use English with her bilingual peers and bilingual outsiders. During our observations, she did not use Spanish to initiate conversations with the teacher, although she is sensitive to adult-child statuses, and normally responds in Spanish if the teacher addresses her in it. However, the teacher usually addresses her in English. At home, she uses Spanish

with her mother and with younger cousins, as her brother does. She gives the impression of speaking more Spanish than her brother does, possibly because more Spanish is used in her class than in Noel's. Furthermore, she has not been in school as long as he, and has not as firmly established English as the preferred language of communication with her peer group.

Belinda is a natural leader in her female peer group. After school two neighbor girls come to her house to stay until their mother comes home from work. Although she is younger than they are, she takes the lead in what to play and how it is to be played. Her mother says that when just the girls are playing, Belinda is the leader, and when Noel joins them, he is.

Belinda is not as capable in English as her brother is, but she is, of course, younger. She puts a person-number marker on 'got,' i.e., 'gots,' attaches the comparative morpheme '-r' to words where it isn't required, and, in general, does not produce sentences as complex as her brother's. Her turns in a conversation are not as economical either, using more words to make a point or to move discourse along than her brother does.

2.5 Family 2: Third Grader and Preschooler

Mr. and Mrs. Martinez have been in the United States for 12 years, living for three years in an apartment in one part of the Los Angeles suburbs and then moving to their present home, which they have bought. It is a small, two-bedroom house with a large backyard. Mr. Martinez is a construction worker, is adding on to the living-dining area,

creating a new kitchen, and making a bedroom out of the old kitchen. There is still a lot of room in the backyard for a clothesline, grass, and a large tree which provides shade. Veronica, a first grader in '80-'81, and Toni, still a preschooler, are two of eight children in the family. Veronica (born in February, 1974) is the 4th child, and Toni (born in November, 1977) is the 7th. Mr. Martinez but not Mrs. Martinez completed secundaria 'high school' in Mexico. Mr. Martinez can speak English, since he has been working with work crews in the United States for the 12 years they've been here. Mrs. Martinez speaks no English.

Nevertheless, the children seem to prefer to use English among themselves at home. The oldest daughter, born in Mexico in 1968, did her first six years of school here and can speak English well, according to her mother. She was sent to Mexico for sixth grade so that she could be re-acquainted with relatives and reinforce her Spanish. At home, the next oldest daughter (a fifth-grader in 1981-82) always speaks to the researcher in English and prefers it with her sisters. Veronica and Toni speak to each other in English following the older children's lead. Sometimes the older children switch to Spanish with Toni, especially when giving a direction or a reprimand. Toni speaks Spanish at home with her mother during the day until her sisters come home. The early language development of both girls was normal, although Mrs. Martinez says that Veronica was 'very lazy' when it came to speaking.

Focus on Veronica Martinez: School. Veronica enjoys school. Her report card from kindergarten indicates that she is industrious in her own work and helpful to others. Her first grade report card shows 'B's for listening, speaking, and composition, oral and written language but a 'C' in handwriting and spelling. Her other subjects are consistently 'B's. She gets outstanding marks for making good use of time and completing class work. Her teacher comments that Veronica is friendly and inquisitive. She tested as NEP and LSP (non-English and limited Spanish proficiency) on the BINL at kindergarten. On the home language survey her mother reported that Spanish was used exclusively in the home. Her first quarter report card in kindergarten indicated that she needed more speaking skills, i.e., vocabulary and expression of ideas. During the 1980-81 year she was in the twice-a-week pull-out ESL program, which consisted primarily of vocabulary building.

Her first grade teacher thinks well of Veronica. She does not anticipate any problems for her in second grade. The aide notices that she is very good at arithmetic, and likes solving equations. She prefers to speak English at school, but will converse in Spanish if others in the conversation speak Spanish. She addressed the teacher and aide in English. She, like Belinda, was also called on to help a monolingual Spanish girl to do her work, since she 'was a good helper,' in the words of the teacher.

Focus on Toni Martinez. Because this classroom did not have a first grader with an immediate pre-kindergarten sibling, we chose one with a sibling who still had a year to go before entering kindergarten.

This will give us more time-depth on language development in the home context than will be possible for children in our other families. Toni is very shy about speaking with an adult who is an outsider to the household. She hardly spoke even to her mother when the researcher first visited. Around her siblings she is much more talkative. Although her pronunciation is still marked by developmental articulation problems, family members understand her without any problem. Mrs. Martinez will not be taking her to pre-school, as she does not drive and the school is too far for her to walk.

Veronica: Observations. Veronica prefers English to Spanish with her peers at school and with her sisters at home. She must use Spanish with her mother, and sometimes chooses it with her younger sister or baby brother when she assumes the role of caretaker. Her English appears to be developing without noticeable interference from Spanish.

One incident which we have on videotape may best serve to exemplify the relationship of Spanish and English for her. One day in class the teacher was asking specific members of the class to do simple addition and subtraction problems as part of their earning a dismissal to the lunch line. She asked a problem of a child in Spanish, and Veronica, who had already answered her question and was in line responded, "I know, teacher. I know." The teacher was intent on getting the boy's response, however, and did not call on Veronica. But her visible counting on her fingers to solve the problem showed that she was alert to the Spanish and lost no time in figuring the answer, although her response was in her preferred language, English.

Toni: Observations. Toni at first said little to the researcher because of her young age (3 1/2) and relative lack of contact with outsiders. But when her sisters were present, she was not quiet. In fact, she was almost aggressive as she used English to monitor her sisters' use of the toy that the researcher had brought her. Part of her early reluctance to talk may have been due to the difficulty in obtaining a turn at talk when her sisters were around. Furthermore, as the next-to-youngest child, usually no one was interested in listening to her, so she stayed quiet until she absolutely had to say something. However, after becoming familiar with the researcher, and after having matured a bit more linguistically, she was eager to talk and had a lot to say. She, too, noticeably prefers English to Spanish when her sisters are at home.

3.0 ORANGE COUNTY SUBURBAN SITE

3.1 The Community

This site is located in a city 25 miles southwest of Los Angeles in Orange County, at 1.9 million the second most populous county in California. Nearly 16% of the county's population is comprised of minorities; Hispanics account for approximately two-thirds of this percentage, with Asians the second-largest minority group. The city in which our site is located has a population of 189,000. There is a transient as well as a permanent Hispanic population here which is primarily Mexican or of Mexican descent. In the community are found neighborhood community centers, churches which offer services in Spanish, Hispanic businesses such as restaurants and theatres which

advertise on Los Angeles-based radio stations, and several community newsletters in Spanish.

3.2 The School

Foothill School is one of 23 elementary schools in this school district. The district has in attendance nearly one-half of the 18,900 Spanish dominant pupils in the county. Foothill School was built in 1934 and is located in the center of town, where the city's Hispanic population is concentrated. Grades K-6 are taught, and as of July, 1981, year-round school sessions have been initiated. The total student enrollment numbers 576 with three-quarters of its enrollment attending class at any given time. The student population consists of 74% Hispanic, 20% Anglo, and 6% Other. Foothill School has 18 teachers, of whom 12 are Anglo, 5 Hispanic, and 1 Filipino.

Foothill School is one of two elementary schools in the district with a Hispanic principal, both Hispanic females. The principal speaks both Spanish and English. It appears that she maintains good rapport with the children's parents as they seem to approach her both to discuss their children's school performance and to discuss personal family needs. The principal makes an effort to listen to each child read individually at least once a year. When assemblies are provided for the children, the principal introduces them in both Spanish and English.

Approximately six years ago, the district was receiving Title VII funds for bilingual education programs. Presently, however, the School Board does not endorse bilingual education and thus a transitional

language program is provided district-wide for the students. The procedure generally followed throughout the district is similar: When a child enters school the parents complete a Language Survey. On the bilingual survey appear the following questions: 1) Which language did your son or daughter learn when he or she began to talk? 2) What language does your son or daughter most frequently use at home? 3) What language do you use most frequently to speak to your son or daughter? and 4) Name the language most often spoken by the adults at home.

If any one of the answers is a language other than English, then the parents are offered the option of entering their child into an English Language Program or a Transitional Language Program. (This essentially applies only to Spanish speaking students since it is the only transitional language program provided.) The goals of the transitional program are "to teach the pupils to speak, read and write English as rapidly as possible" and "to use both English and Spanish to help the pupil move ahead in other subjects while he is learning English."

When entering the transitional program, the child is identified as either NES or LES by the Language Assessment Battery Test (LAB), and then is placed into the appropriate classroom. The transitional program is offered only in Grades K-2. By 3rd grade, the child is placed in a classroom conducted totally in English. An English proficiency exam is administered to all of the students in the 4th grade so that if they require some remedial assistance, it can be given

during the 5th grade to prepare them for exiting at the end of the 6th grade.

3.3 Description of the Classrooms

Since the initiation of this study, two classrooms from Foothill School have been involved. The first grade classroom is attended by Loreta Avaloz, and Juan Tellez, our first grade focal students. The other, a combination second and third grade class is attended by Paula Avaloz. The classrooms are across from each other and both teachers work closely together. The school day extends from 8:30 a.m. until 2:35 p.m. depending upon the child's identification as an "early bird" or "late bird." The following is a description of each classroom context.

The first grade classroom. There are approximately 30 first grade students in the class. All of the students are Hispanic, with the exception of one boy. Two of the Hispanic children have developmental and hearing difficulties and have been placed in this classroom until testing is completed and they can be assigned into a special education classroom. This classroom is directed by one Anglo teacher, a fluent bilingual in her late 20's who is assisted by an Anglo aide, bilingual, in her late 60's. The aide, besides doing secretarial chores for the teacher, actively participates in instructing the more Spanish dominant children during academic subjects.

Classroom description. The classroom is square-shaped and has three doors; two lead to the hallway and one leads to the all-Spanish instructed first grade classroom next door. All tables are rectangular

with the exception of one circular table. Larger rectangles are formed by combining three or four desks. Some of the tables have been arranged into a "horseshoe" formation towards the front of the room. When the children divide for instruction, the teacher generally seats her students at the 'horseshoe' and the aide seats her students at one of the back rectangles. The teacher's desk and a bookcase where craft utensils are stored are located at the very back of the room.

The front wall of the classroom displays samples of the children's work, a floral design indicating spring, a chalkboard, and above it, pictures of animals. The right wall has five windows bordered on one side by a bulletin board and on the other side by a list of class rules in both English and Spanish. The back wall is decorated with another bulletin board displaying the children's work. Writing and alphabet charts are found horizontally along the top of the wall with cupboards located below, and a bookcase to the right of them. The left wall displays a large calendar with a Mexican flag decorating it. A wide rectangular strip above a chalkboard appears decorated with Disneyland figures indicating names of colors in both Spanish and English. To the right of the chalkboard is a bulletin board with a clock, accompanied by the words "What Time Is It?--¿Qué Hora Es?" An old square television set, used for special instructional purposes, and a record player also comprise part of the classroom furniture.

Daily schedule. At 8:30 a.m. the "early bird" children arrive. (For scheduling purposes, some children arrive earlier than others. Efforts are made to keep all children of one family on a similar

schedule.) The children enter the room, sit on the floor for several minutes to greet one another and then divide into groups. Half of the children go with the teacher and the other half with the aide. Simultaneous instruction of the same subject matter takes place in both groups. Spelling in Spanish takes place from the beginning of class until 9 a.m., at which time reading in Spanish begins. Simple sentences are introduced to the children, and consonants, vowels and syllables are reviewed. The children copy the day's lesson in Spanish. The children are then excused for recess from 9:30 to 9:45.

At 9:45 class reconvenes, at which time the "late birds" arrive. Daily business such as the Pledge of Allegiance and roll call takes place, followed by discussion on the date, in both English and Spanish. At 10 a.m. the children move from one class to another for ESL instruction (to be discussed further). Sometimes the structured ESL lesson is subsituted by a trip to the auditorium to see a movie in English. If there is a structured lesson in the classroom, oftentimes the teacher will use puppets to illustrate prepositions such as "behind" and "in front of". At 10:30 the children return to their original classrooms.

From 10:30 to 11:15, a second spelling lesson in Spanish takes place. A dictation may be given or new vocabulary introduced. The children also practice their writing (printing) during this time. Simultaneously during this period, the aide administers Mastery Tests to individual children to review their acquisition of basic skills. From 11:15 to 11:25 there is an activity period which may consist of

playing "Simon Says," dancing, or singing, in which case the teacher writes the names of "Super Singers" on the board. The children are then dismissed for lunch at 11:25 a.m.

Class reconvenes at 12:15, at which time the children have a short rest period. The teacher may read a short story or perhaps lead directly into a math lesson which is instructed entirely in English. For math the children are subdivided into four groups; each group is instructed separately by the teacher while the rest of the children individually complete their worksheets.

At 1 p.m. the activity period begins. It may consist of cutting and pasting, coloring, or going outside for recreation. When it is time to clean up, the teacher flicks the classroom lights on and off, the signal for the children to pick up. At 1:35 the "early birds" are dismissed. The "late birds" take a five minute break, then return for reading and vocabulary building in English. The aide also exits the room at 1:35, leaving the teacher with approximately eight students. At 2:35 these children are also dismissed.

Classroom language. Both Spanish and English are spoken in this classroom. ESL, math and "late bird" reading and vocabulary are conducted in English, and "early bird" spelling and reading in Spanish. Activities are carried out in both Spanish and English. However, when stories are read to the children, they are usually in English.

As previously stated, both the classroom teacher and aide are bilingual. There is evidence that the teacher has learned Spanish as a foreign language. For example, she consistently addresses the children

in the formal usted form rather than the informal tu form. The teacher also confuses the two forms of the infinitive to be in Spanish (ser and estar). For example, she asked: "¿Quién es aquí?" rather than the appropriate "¿Quién está aquí?" (Who is here?) In Mexican Spanish, the letter "Z" is pronounced as an s; however, when the teacher read the word zorro (fox), she pronounced it as a z. All in all, the teacher speaks Spanish fluently and the children understand her well.

The teacher uses both English and Spanish to reprimand the children. For example, when she confiscated a toy from a child who was playing with it during the lesson, she stated reprimandingly in Spanish, "I like it very much. Thank you." When a boy found a piece of gum underneath his desk and informed the teacher, she called the children's attention by saying: "PEOPLE! . . . You are in super big trouble!" If she asks the children a question in English, she will accept the answer in Spanish if it takes place in a non-structured context. If the teacher has any question regarding the usage of Spanish, she opens the door and goes to the teacher next door who is a native Spanish speaker and has her question clarified.

The aide is quite fluent in Spanish and the children also understand her very well. She may sometimes mistake an infinitive for an inflected verb tense, but again, she has no difficulty in communicating with the children. She also reprimands the children in both English and Spanish.

The children use both languages in the classroom among themselves and when addressing the teacher or the aide. Generally, the teacher

addresses the children in English and they respond in English, but she will accept Spanish under informal circumstances. The children use either language among themselves.

Two observations were made regarding this classroom's Spanish reading book. The first is that some words, unfamiliar to this region, are introduced such as zumo (juice) which is locally known as jugo. The teacher commented on the introduction of such "weird" words to the children. Dialect variability was treated in one of the lessons in their reading book by taking one term and mentioning equivalent words used in various countries.

The third grade classroom. This class consists of one bilingual Anglo teacher in her late 30's, approximately 30 Hispanic students, and two Asian girls. One Mexican-American aide assists the teacher approximately an hour and a half during the math period. The aide's primary function is to answer questions for the children as they work independently on math problems and to correct their worksheets. Part of her time is spent duplicating worksheets for the teacher. In this school teacher aides are shared among several classrooms.

Classroom description. The tables in the classroom are arranged both in rows and at right angles to each other, with the teacher's desk located at the back of the room. The teacher rarely sits at her desk since almost all of the activity takes place at the front of the room. The children carry their chairs to the front and form a horseshoe around the teacher as she presents the daily lessons.

The walls of the room are covered blackboards and bulletin boards decorated with clowns and figures whose bodies form punctuation marks, alphabet and numerical charts, and a list of class rules in English. The multiculturalism of the classroom is shown in a figure of a Black child used to illustrate the concept of courtesy, and a picture of Benito Juarez, the Mexican hero, drawn by one of the children. There is a television in the classroom used for special instructional purposes and two bookcases with special books that children may consult if they need a dictionary or if they have completed their work.

Daily routine. The school day begins at 8:30 a. m. with the arrival of the "early bird" children. Between 8:30 and 8:45 vocabulary words are introduced, reviewed, or a spelling dictation is given to the entire class. All of the words are given in English. From 8:45 to 9:25 reading takes place. The class is divided; half of the students go with the teacher while the others remain at their seats doing individual work. Midway through this session the groups change places. The teacher reviews the same reading lesson for both groups. Recess then follows from 9:30 to 9:45 a.m.

Class reconvenes at 9:45 and the "late birds" join the class. The first 15 minutes are spent on the day's business: roll call, dispersing lunch tickets, reciting the Pledge of Allegiance and going over the calendar. The following half-hour, 10-10:30, is reserved for English as a Second Language (ESL). Children from several classrooms (one with Spanish instruction only) group together for ESL. ESL instruction in the combination second and third grade classroom

generally consists of going over stories and exercises such as the pluralization of words. Again, one-half of the group gathers around the teacher at a time. Special activities such as a movie in English may replace the ESL lesson.

At 10:30 the children return to their original classroom and practice writing until 11 a.m. Activity period then takes place from 11:00 to 11:25 at which time they are dismissed for lunch. When the children return from lunch, they rest for several minutes before math instruction begins. For math, the class is once again divided into two groups for the presentation of new concepts followed by individual desk work. At 1:35 the "early birds" are dismissed and the "late birds" take a five minute break. The "late birds" reconvene for vocabulary and spelling in English, and the class is dismissed at 2:35 p.m.

Classroom language. For this combination second and third grade classroom, the daily structured lessons are conducted entirely in English and there is no formal Spanish language learning. Spanish is used only for particular functions, such as the teacher's pronounciation of each child's name in Spanish. The children, however, generally address her in English as teacher rather than as Mrs. X.

The teacher uses English in addressing the class as a whole, i.e., for lessons and classroom management. Under somewhat less formal circumstances, the teacher does use Spanish. When a child commented in Spanish that he completed his work, the teacher answered "Oh, qué bueno" (What nice work). The teacher also accepts answers in Spanish from the children. During a math lesson, the teacher asked a child in

English how a certain answer was obtained, the child responded by saying, in Spanish, "because we can multiply it." The teacher herself, however, almost always uses English. Correspondingly, the children usually answer the teacher in English, but among themselves Spanish seems to be the preferred language. The children also prefer Spanish when they make informal comments to the teacher regarding such things as how many "good work" stickers they have earned.

A very noticeable shift of language choice takes place at the time the Mexican bilingual aide comes into the classroom. The teacher generally delivers the math lesson entirely in English, but once the aide appears, the children immediately shift to Spanish both among themselves and when asking the aide for assistance. Once the aide leaves the room, the use of English predominates.

3.4 Family 1: First and Third Graders

The Avaloz family lives in a home approximately one and a half miles away from the school in a neighborhood populated by elderly Mexican people. They are one of the few families in the neighborhood with children. The family consists of Mr. Avaloz (38 years old), Mrs. Avaloz (28 years old), Paula (born in Tijuana in November of 1971), Loreta (born in the U.S. in October of 1974) and three year-old Diana (born in the U.S.). Both Mr. and Mrs. Avaloz are originally from Durango, Mexico; however, they did not meet until both were living in Tijuana, where they both completed a 6th grade education. They immigrated into the U.S. 6 years ago and initially lived in suburban Los Angeles County. Mr. Avaloz is presently a carpenter and a part

time professional singer but previously worked as an auto mechanic. Mrs. Avaloz is a housewife who provides day-care for two children of neighboring families.

Mr. Avaloz learned some English in Tijuana and took English lessons in Los Angeles. He has an English grammar book which he refers to sporadically. Mrs. Avaloz attended a secretarial "Academia" in Tijuana where she studied to be a bilingual secretary; she learned some English but did not finish the program. When she first arrived, Mrs. Avaloz worked as a domestic and learned some English from her English-speaking employers. Mr. and Mrs. Avaloz speak only Spanish to their daughters, and the children in turn use primarily Spanish when they talk to their parents. Both of our focal students use both English and Spanish when they talk to each other. Apparently, Mr. Avaloz always accompanies Mrs. Avaloz shopping or on an errand so that she is not forced to use English; she prefers not to speak English because she becomes embarrassed.

The parents try to participate in their children's education. Mrs. Avaloz attends parent-teacher conferences and special assemblies put on by the children. She also accompanies her children when the school takes them on field trips. Both girls' report cards contain teachers' comments on the parents' interest in their children's education.

Focus on Paula: School. Paula entered Foothill School as a second grader. When her parents enrolled her in school, they opted for her participation in the Transitional Language Program rather than the

English Language Program. When initially assessed, she was classified as a non-English speaker (NES). At the end of the 1980-81 school year (3rd grade) she was classified as a fluent English speaker (FES). However, her third grade teacher mentioned to the researcher that Paula probably was classified as FES not so much for her language ability, but because she quickly absorbs what she is taught. Her excellent progress in reading and her good work in writing and artistic endeavors are consistently mentioned by her teachers. She is also described as being a responsible student, willing to assist her peers. And as previously mentioned, her parents are very cooperative and attend the parent conferences.

Paula is rather well-liked by her peers in the classroom and is often called upon to do errands for the teacher and to administer dictations to fellow students. The teacher mentioned that Paula prefers older peers and all of them are Hispanic. She does, however, tend to dominate them on the playground; she tries to monopolize the handball game and often argues bilingually with the other girls waiting in line. At home, Paula is seen as setting an example for her sisters and readily reprimands both of them.

At home, Paula always speaks Spanish with her mother, father, and her 2-year old sister. She watches television programs in Spanish along with them and she is not afraid to ask them to clarify something she does not understand. Paula is also learning how to pray in Spanish and though she no longer receives instruction in Spanish, she practices writing it at home, writing down prayers phonetically. She speaks

Spanish and English with Loreta, her sister. Both like to play schoolhouse and use English at home when doing so.

Although school provides an English language context for Paula, she prefers to use Spanish there. She hears English primarily in class but when she makes an informal comment to the teacher, such as about some girls fighting in the bathroom, she uses Spanish. During any structured lesson such as spelling, a request by Paula for information will be made in English. She uses Spanish with her peers both in class and on the playground. On the playground she uses some Anglicized terms such as <u>oute</u> to indicate that someone is out of the game. She also uses <u>cachis</u> to indicate that a girl has caught the ball too many times. This vocabulary apparently has become the norm on the playground. But if a single Anglo child is nearby, that one child is sufficient for Paula to make her contributions entirely in English. Since Paula dominates the entire game, everyone is affected by Paula's language.

Paula is also sensitive to lexical equivalents across languages. For example, her sister talked about there being "swapmeets" in Tijuana. She quickly indicated that there weren't any in Tijuana, but that they did have "mercados sorrerruedas," a term difficult for her to pronounce; the appropriate term is "sobre ruedas" (markets on wheels).

<u>Focus on Loreta: School.</u> Loreta entered Foothill School as a kindergartener in 1979. Her parents opted to have her follow the English Language Program, in contrast with her sister, Paula, who was placed by her parents in the Transitional Language Program. When

Loreta first entered Foothill School in 1979, she was classified as non-English speaking (NES). Last year's language test results (LAB) classified her as being limited in English (LES). She appears to have made rather good progress last year in the areas of reading, writing, and math, the latter being one of her stronger areas.

Loreta is a very active student. When in class, she continuously disrupts it by displaying toys not allowed in the classroom or by speaking out of turn. This same behavior is displayed in other contexts, such as when she goes to the auditorium to see a movie. Comments on her kindergarten and first grade report card indicate she has difficulty in following rules and in maintaining self control. She consistently is noted as needing improvement in her citizenship and homework responsibilities. She does not seem to have a very good rapport with her peers; she tries very hard to get their attention, but on the playground she is primarily a loner. Loreta does not associate with her sister Paula while at school.

At home Loreta speaks Spanish to both her parents and to her little sister. She tends to see more television programs in English, waking up to English cartoons every morning. She generally prefers to use English at home with Paula. When the researcher asked her which language she preferred, English or Spanish, Loreta quickly answered "English" and replied that she hated to speak Spanish. She stated this in front of her mother and Paula, who displayed their disgust with her. When the researcher mentioned this stated preference for English, her teacher thought it peculiar, since Loreta appears to use more Spanish

in the classroom. Furthermore, she is more skilled in school-related tasks in Spanish. For example, on the California Test of Basic Skills (CTBS) Spanish Level B, of a total of 62 reading items, Loreta received a score of 59 correct.

It seems that Loreta uses Spanish out of necessity with her family; in that context it is her natural language for communication. Yet she persists in her struggle to use English, although she may not understand the rules of the language well and may have difficulty in pronouncing the vocabulary. When given the task of describing pictures, Loreta's responses in English were limited to one word or single sentences consisting of seven words or less. However, when she began to describe the picture in Spanish, she immediately increased her linguistic output to at least two or three sentences of approximately a dozen words, producing a more complete description. Loreta displays much code-switching in her language, perhaps a natural speech style in her communication contexts, or perhaps indicative of her desire to use as much English as possible. Spanish for the time being remains her stronger language.

3.5 Family 2: First Grader and Preschooler

The Tellez family lives approximately a mile away from Foothill School in a neighborhood which is predominantly Mexican-American. The Tellez home has become a local gathering center for the neighborhood youngsters. The family is comprised of Mr. and Mrs. Tellez and eight children--the oldest one is 14 years old and the youngest almost a year old. Both parents are from Jalisco, Mexico. The first three children

were born in Jalisco, the following child in Orange County, the next two children in Jalisco, and the last two children in Orange County. The oldest child attends a local junior high and five of the Tellez children attend Foothill School. The family lived in this community for two years, returned to Jalisco, and came back to California where they have lived continuously for the past five years. Relatives from Mexico visit the family frequently; for example, Mrs. Tellez' parents were here recently to accompany her during her last pregnancy.

Mr. Tellez is a welder and Mrs. Tellez is a housewife who would prefer to work outside the home. Mr. Tellez speaks some English but Mrs. Tellez does not. Mr. Tellez speaks both English and Spanish to the children and Mrs. Tellez speaks only Spanish. The children, however, speak both English and Spanish to either of them. Mrs. Tellez says she generally replies "¿Qué es eso?" (What's that?) when the children talk to her in English. The oldest child, Anita, who is 14 and who speaks mostly English to everyone in the family, serves as interpreter for Mrs. Tellez when she has an appointment or when there is a phone call in English. Mrs. Tellez says that when she goes to the market, however, "she makes herself understood."

Most of the children's friends are Hispanic English-speakers. The Tellez home has become a local gathering place for the neighborhood children, and when they stop by, escuelita (school house) seems to be a preferred activity. The Tellez' 9-year old daughter has a Japanese girlfriend from whom she has learned some Japanese.

Focus on Juan: School. Juan Tellez entered Foothill School as a kindergartener. When he was registered his parents opted for his participation in a Transitional Bilingual Language Program. Juan was classified as a limited English speaker (LES) when he initially entered school; however, last year (end of first grade) he was classified as a fluent English speaker (FES). Juan is apparently an average child who is described by his teacher as being quiet and shy and well liked by his peers. He tends to work individually towards the back of the room. When he does talk, it is usually out of turn, which often leads him to be reprimanded by the teacher or aide. Though willing to work, Juan apparently has had difficulty with penmanship, math and English reading. In March, 1981, his teacher wrote in his report card that there might be a possibility of retaining him in first grade; however, he apparently showed outstanding improvement in reading and was assigned to Grade 2. At school Juan readily participates in team sports such as kickball.

In class Juan consistently uses English, not only during structured lesson times but also out of these situational frames. He asks the teacher questions in English and also answers her in English. On one occasion Juan and a male peer were observed playing a memory card game. The game was first to have been done in English and then in Spanish. He was twice requested to play the game in Spanish, but within minutes after each request was made, he reverted back to English. Comments he makes to peers are generally in English, but occasionally in a private conversation, Juan will use Spanish. Juan

appears to prefer English, and though his sentences are not very elaborate, they are basically gramatically correct.

At home Juan speaks both English and Spanish to his father, but only Spanish to his mother. Juan has five older brothers and sisters, and together they like to play schoolhouse in the backyard. Juan's home is often visited by neighborhood Hispanic children who primarily speak English when they play. Thus, he has exposure to English both at home and at school. Juan's story-telling in Spanish and his home language use demonstrate that he is proficient in that language as well as in English.

When the researcher visits Juan, it becomes apparent that his brothers and sisters are concerned about his learning. In conversations between the researcher and Juan, several of his older siblings gather around and listen to his responses, and if he makes a mistake, they correct him without reprimanding him. Juan, in turn, serves as a model for his younger brother, Raul. When Raul is being interviewed, Juan has a habit of answering the question for him or correcting him. Juan has just entered a bilingual second grade classroom; it will be interesting to see if his preference for English continues.

Focus on Raul: School. Raul, the youngest of the Orange County focal children, is four years old and has just begun kindergarten. He is very quiet and shy but is very much the center of attention for his other six siblings. He is Spanish dominant but has acquired English from his brothers and sisters, after whom he models his language.

Prior to entering school, Raul already had a pre-conceived notion of what it was, and apparently was very enthusiastic about attending.

When initially observed, Raul hardly spoke. His mother suggested that her presence at the interview probably inhibited him. When she is not nearby he speaks freely in both English and Spanish. Raul does not codeswitch. Though he does speak English, it is generally reserved only for conversations with his brothers and sisters. Raul watches English-language television constantly and knows cartoon characters such as Popeye's "Olibe Oile." With regard to topics, he is obviously influenced by his brothers; he likes to talk about Star Wars and crashing cars.

Raul speaks Spanish to his parents and seems to be Spanish dominant. When telling stories in Spanish, his linguistic output doubles in comparison to his English-language story telling. He is very creative, as illustrated by his quoting his characters when storytelling, and he seems to be very much influenced by his mother and her speech, note the following: " . . . mañana te vas a aliviar cuando te duermas" ('after sleeping tonight, you will feel better tomorrow'). When his siblings are present, he tends to use more English, apparently in order to be socially accepted by them. And he also attempts to imitate their mannerisms and vocabulary. When speaking English, he continually looks at them as if to ask their approval. It will be interesting to note what influence school has upon his language.

4.0 SAN BERNARDINO COUNTY RURAL SITE

4.1 The Community

The community is approximately 40 miles east of downtwon Los Angeles in the next county. The terrain is semi-arid foothills; agriculture and livestock constitute the major components of the town's economy. Homes in the area range from older houses in need of repair, to small stucco houses on small plots of land, to better older homes and brand-new tracts, reflecting a broad range of incomes and lifestyles for the community. The general area is growing very rapidly, with population expanding out of Los Angeles. There are very few Mexican ethnic establishments in the town's business district, which is roughly 4 miles away from the section of town where our school and focal families are. There are only a few older dairy-related businesses owned by local community members of Mexican heritage.

4.2 The School

La Seranilla Elementary School seems to be of fairly recent construction, with carpeting in adult-traveled areas, and air-conditioned throughout. The one-story stucco buildings are scattered around three different playgrounds: an upper level with blacktop and grass, a lower level with grass, and a separate area for the kindergarteners. A grassy area surrounds the entrance of the school; there is a parking lot for the staff and guests in front of the school.

During the traditional school year there is an enrollment of 900, distributed across grades K-6. The school has 30 teachers, two

resource specialists, one speech therapist, two music teachers, two reading specialists, and one psychologist. For Spanish-speaking children, who are a distinct minority at this school, there is one bilingual resource teacher, one ESL teacher-aide, and one migrant education aide. Of the regular teachers on the staff, only one, a Latin American woman, is bilingual. Pride in the school and committment to the education of its children are evidenced in the Parent Handbook, a 20-page, soft-cover booklet introducing school staff, curriculum, and policies to parents. From the "Statement of Goals" for children at the school we learn that the following objectives are to be supported and implemented: recognition of each student as an individual; the student's acceptance of personal and social responsibility; the development of independent, clear thinking in the student; the development of the student into a practical, involved citizen; the development of his/her good physical and mental health, and ethical and moral values; and the development of his/her appreciation for nature and the environment.

With regard to language, the Handbook specifies that learning opportunities will be provided in English. Furthermore, the school "shall provide learning opportunities which will develop communicative skills and the ability to communicate ideas and feelings effectively." This includes understanding as well as expression, it is noted. These, then, are the guidelines which teachers at the school follow for instruction in their own classrooms. It is clear that language skills and communication in English are highly valued.

Language skills are taught via the Scott Foresman Reading Program for reading readiness in kindergarten, and the MacMillan Series 'r' for reading in other grades. Language arts are taught with the use of the McCormick-Mathers workbooks, Language, and in second grade children begin to use Roundup and Corrective English from the same series. For Handwriting, the Zaner-Bloser series is used, and for Spelling, the Scott-Foresman series. The curriculum and materials are uniform throughout the district.

There are fewer than 40 children who are LES or NES at the school. Because of the low number of children who are not fluent in English, all from Spanish-speaking households, there are few funds for a bilingual program. The school provides a bilingual Magnet program which is consistent with their philosophy of transitional bilingual education, i.e., a rapid changeover to learning in English. Spanish-speaking students are pulled out of their regular classrooms for approximately an hour per day and are sent to the bilingual resource teacher, who has a room in the library. They have at their disposal the Santillana Reading Program in English and Spanish, the Spanish Sounds Supplemental Series, and the Idea Kit. The bilingual teacher has over $700 worth of Spanish language materials in the library. However, Spanish reading is not taught until the later grades, usually grade 3, after the children have learned how to read in English, so that early instruction in English language reading can procede with a minimum of confusion for the child.

Children's placement in the bilingual pull-out program is done with the consent of the parents. The children are placed into the special program by means of the Bilingual Syntax Measure (BSM) language proficiency test, administered when they first begin at the school, or they are referred by the classroom teacher on the basis of their demonstrated difficulty with English in the first few days of class.

4.3 Description of the Classrooms

First grade classroom of Virgil Saenz. Mrs. D's first-grade instruction is conducted in English; neither she nor her teacher's aide speak Spanish. This room is one of several that surround the library, to which they are connected through a sliding glass door. (This door is used by the students who are pulled out for bilingual instruction.) The room is air-conditioned and carpeted.

On a typical day the students enter the class at 8:55 and sit on the floor for roll call and class business. They stand for the Pledge of Allegiance followed by singing of "My Country 'tis of Thee." After instructions by the teacher, the class breaks up into reading groups to work with either the teacher or the aide. The teacher introduces new material while the aide reinforces it. At 10:30 the class re-groups and the teacher reads a story aloud to them. At 10:30 the students line-up for recess. Class resumes at 11:00, at which time the two NES students leave the class for the library where the bilingual resource teacher awaits them. This is during the math period in their regular class. They remain there until lunchtime, which is at 12:00. Class resumes at 1:00 with oral reading by one of the students. The teacher

selects a different student every day. Social studies begins at 1:20, with students working on different projects. Recess begins at 1:40 and concludes at 1:55. Students continue with social studies until 2:10, when it's "sharing time." Clean-up usually begins at 2:25 and the class is dismissed at 2:35.

Some of the Hispanic students in the class are not limited with regard to English language ability. The teacher reports that the children who do speak Spanish do not use it in front of her, and would not do so even when she asked one of them to explain something to another who did not understand her English explanation. There are only two NES students in this class.

When the limited and non-English speakers in the classroom are pulled out to visit the bilingual resource teacher, the children in small groups receive 20 minutes of instruction or tutoring in one of three areas: reading, ESL, and math. Mr. B, the sole bilingual teacher on the permanent school staff, supervises the two aides who are also bilingual in Spanish and English.

He concentrates on the childrens' English reading, the ESL aide works on a daily English vocabulary list, and the migrant education aide tutors them, usually in math, but she will also help them in whatever area they need.

Ms. D, the classroom teacher, feels that Virgil is quiet and shy, and somewhat slower to catch on to concepts than Enrique, a Spanish-speaking child who is relatively new to the United States but who has already picked up quite a bit of English. Virgil is slow to

decode words when reading, and Enrique tends to tease him when he makes mistakes. This is more obvious in the bilingual pull-out session, where Spanish is used more freely than in the regular classroom. The teacher's attitude and the inevitable comparison between the two boys has possibly influenced the bilingual teacher as well, who also considers Virgil to be quiet, shy and slow. Virgil is in the lowest of the four reading groups in his class, although the teacher says that she does not consider the differences in ability in those groups to be great. Many times Virgil will prefer to work by himself, even when doing a craft project for a social studies lesson.

First grade classroom of Joel Hoyos. Ms. V's class is another combination 1st and 2nd grade. By the end of the year there were 8 second graders and 18 first-graders regularly attending the class. The teacher and her aide are in their fifth year of working with each other; the aide comes in for the morning hours only and works exclusively in the math center. They are both monolingual in English.

A typical day in Ms. V's class finds the children lining up at 8:55 and entering the classroom at 9:00. The morning activities begin soon after that, which include the flag salute, roll call, and lunch count. At approximately 9:10 the children go to their learning centers in this room. Groupings of tables with paper arrows hanging from the ceiling name the activity to be undertaken at each one of them: Reading, language, writing, and math. Every half hour during the morning the children stop work at one center and physically move to the next. There is a recess from 10:20 to 10:40 and class resumes from

10:45-11:15 and 11:20 to 11:50. The morning work accomplished, the children go to lunch and noon recess from 12:00 to 1:00.

After recess the children begin a new activity. During our observations they were studying nutrition, and made 'food booklets' depicting well-rounded meals. The second graders in the classroom would have a cursive writing lesson during this time. There is another recess from 1:55-2:10, after which their previous projects are resumed. Clean-up begins at 2:30, when end-of-the-day chores are taken care of and the homework is assigned for that evening. Dismissal is at 2:35.

Within this schedule, the pull-out time for the Spanish-speaking students is from 11:00 to 12:00, as for the other first grade class. Our focal child, Joel, was not participating in the program near the end of the year, as the teacher felt he was sufficiently fluent in English to benefit from activities in the regular classroom. Another boy was being sent, however, who had noticeable Spanish language interference in his English. In the regular classroom, this boy would often seek out Joel during group activities. Joel seemed to be a willing and able translator and tutor on these occasions.

Third grade classroom of Marta Saenz. Mrs. V, a long-term substitute, is taking the place of the regular teacher who is on maternity leave. It is a second/third grade combination class, which has a morning aide. The teacher and the aide are monolingual English speakers. The classroom is ethnically mixed, including children of Mexican heritage, all of whom can speak English. Mrs. V says she has

never heard any Spanish spoken in the class, although it includes several fluent Spanish speakers.

Typical schedule for Mrs. V's class is as follows:

8:55 - 9:15	Opening activities
9:15 - 10:15	Reading Program (3 groups rotating to spend 20 minutes at each table)
10:15 - 10:35	Recess
10:40 - 10:55	Silent reading tasks (word searches, crossword puzzles, etc.)
11:00 - 12:00	Math period (4 groups with rotation every 15 minutes)
12:00 - 12:40	Lunch
1:00 - 1:40	Social Studies
1:40 - 1:55	Language lesson/Spelling
1:55 - 2:05	Recess
2:10 - 2:25	Handwriting tasks
2:25 - 2:35	Silent library book (reading/clean-up)
2:35	Dismissal

The teacher is careful to set a good example in English language usage. When she addresses the class as a whole, she is careful not to contract auxiliaries and negatives, for example, she will say "do not" instead of "don't." She also corrects the more noticeable grammar mistakes of the children, such as "I seen" to "saw." She is careful to use the accusative case after prepositions, using "by whom" rather than "by who." Her attention to the finer points of expression reflect her expectations for the class in English language arts.

As most of the children in this class are third graders, they are assuming more responsibility for doing their own assignments and are working independently on many of them. Occasionally one student will be the leader in a small group to direct a word recognition game. The aide is a resource person rather than a second teacher. The fact that there are four second graders in the class partially explains the diversity of language abilities. There are 3 levels of spellers, 2 through 4, and 5 different reading levels represented. Therefore, Ms. V prefers small group teaching to whole class instruction.

4.4 Family 1: First and Third Graders

The Saenz' lived in Tijuana for 12 years before coming to this part of California five years ago. For the past 3 years they have been living in this community. There are a total of 8 children in the family, two younger than the focal children and four older. Marta, born in November of 1972, will enter 4th grade, and her brother Virgil, born in May of 1974, will enter 2nd grade in the fall (1981). All of their schooling has been in the United States. Both parents completed '_primaria_.' Mr. Saenz did completed '_secundaria_,' although Mrs. Saenz did not. Both parents would like to learn English, and Mr. Saenz is succeeding by taking correspondence course using audiotapes. Mrs. Saenz, however, remains monolingual in Spanish, although her older children are bilingual. Mr. Saenz is a construction worker, and his wife is not employed outside of the home. Mrs. Saenz is very supportive of her children's education, always encouraging them to practice their English. She was glad when the family moved to this

neighborhood because it is primarily English speaking and the previous one was predominantly Spanish speaking. She hopes that now her children will master the English language more quickly since they have no choice but to speak it.

Focus on Marta and Virgil: Home. As the fifth oldest child in a family of eight children, Marta is a very responsible girl who gives the impression of being very serious and intent on whatever task she is doing. She is not bossy, however, and will work with her younger brother Virgil on assembling a puzzle that the researcher has brought. Virgil, as the 6th child in the family, is much quieter than his third-grade sister, even at home. This may be because she is very adept at getting the floor when the researcher is present due to her greater fluency in English. Although Spanish is the preferred language of the parents, the bilingualism of the older siblings in the household has made English the preferred language among the children. English also appears to be the preferred language with English-speaking outsiders who visit the family. In fact, Marta has made the transition to such a point that she sometimes has difficulty speaking to her mother, because she has forgotten much of her native language. When this happens, Marta must ask her older sister to help with what she wants to say, in order that she may tell her mother in Spanish. Virgil and Marta speak to each other strictly in English and use Spanish only with their parents or younger siblings who do not speak English. However, Virgil is still Spanish dominant and was limited in his English at year's end (June, 1981). The children have had no

developmental problems with their language; they are very soft-spoken and tend to mumble their speech. Mrs. Saenz says even her older daughter does this and must often repeat herself to people.

Focus on Marta: School. In our discussions with her, the third grade teacher noted that Marta was a bright child, but would be farther along in school achievement now if she had known English when beginning her schooling. By the end of the school year, she was in the second highest group in math, but was slightly below grade level in reading. Her end-of-year report card indicated that Marta had remained below grade level in reading and math, and at grade level in language arts. Oral and written language, vocabulary, and reading comprehension were particular areas which continued to need improvement throughout the year.

Marta first entered La Seranilla Elementary School as a first grader, having done her kindergarten year in another district before her parents moved to this community. For first grade, she had Ms. D, the same teacher that her brother was later to have. Her report card for that year shows that language was a problem for her, interfering with her understanding and following directions in class. She made rapid progress throughout the year, however, and was evaluated as "satisfactory" or better in all of the academic areas. In second grade, her teacher reported Marta as being eager to learn and always doing her best work. She was selected 'student of the month' in May, even though her final report card shows her to have finished below grade level in reading and language arts. Her citizenship was

considered to be outstanding, as it continued to be in the subsequent year.

Focus on Virgil: School. Virgil's kindergarten report cards show that he was reluctant to speak even then. How much of this was due to a language barrier and how much to natural shyness is difficult to judge. (The kindergarten teacher was not bilingual.) The report card shows a need for improvement in participating in group discussion, telling about experiences, and recognizing letters of the alphabet. His first grade teacher evaluated him as needing improvement throughout the year in reading and language arts. Vocabulary, reading comprehension, and oral language (self-expression) continued to be problems for him. In the first quarter evaluation, she commented that Virgil had difficulty following directions, which was partly a language problem (her emphasis), but that he needed to listen more closely when instructions were given. By the third grading quarter, he was showing improvement, although there were still some problems. The teacher also indicated that he needed extra help at home in going over reading and spelling words, although he was showing more interest in reading. By the final quarter, he was still below grade level in reading, but at grade level in language arts and in math.

4.5 Family 2: First Grader and Preschooler

Mr. and Mrs. Hoyos live within a mile of the school which their children attend. Mr. Hoyos works as a handyman at a nearby trailer park, and free rent on the large wood-frame house on the large, rural lot where they live is part of his pay. The parents moved to the

United States from San Luis Potosi, Mexico, five years ago. The eldest child, our focal child, Joel, was born in Mexico in December of 1972 and will enter 2nd grade this year (1981); his sister, Gertrudes, born in the United States in July of 1976 will begin kindergarten in the fall of 1981. There are two other girls in the family, one who just completed kindergarten, and the other who is still a pre-schooler. Neither parent went beyond secundaria 'secondary school' in Mexico. The mother is monolingual in Spanish, and the father speaks some English. The language preferred in the home is Spanish.

Joel had limited English-language ability when he entered school, but now can speak it quite understandably, possibly due to retention in kindergarten an extra year. Gertrudes is still monolingual in Spanish. At home Joel's preferred language is Spanish. Two of his younger sisters who have not yet entered school speak only Spanish.

Focus on Joel and Gertrudes: Home. As the oldest of our children in the family, and the only male, Joel is very much a leader and friend to his younger sisters. By now a fluent bilingual, he likes to use English at home in school-type tasks with the visiting researcher, even when his mother participates or looks on. His two youngest sisters still prefer Spanish, however, so he does not insist on maintaining English when there are group activities. He appears to be a very conscientious worker even at home, such as when the researcher brought him a paint-by-the-numbers toy as a gift. His admirable mastery of the English language and helpful nature should serve his sisters well when they bring school-work home. Gertrudes is much more outgoing than

Joel. This will no doubt contribute to her English language development when she begins kindergarten in the fall of 1981. As her time until now has been spent strictly with her immediate family and other Spanish-speaking relatives, she will begin school as a monolingual Spanish speaker.

Focus on Joel: School. In first grade, Joel is older than most of his other classmates, having had his eighth birthday in December, 1980. This was because he was retained in kindergarten an extra year, doing that grade in 1978-79 and repeating it in 1979-80 with a different teacher. His first kindergarten report card suggests language-related reasons for that recommendation. Throughout that first year he was evaluated as needing improvement in taking part in group discussions, telling about his experiences, and listening while others spoke. He was judged not to talk in complete sentences, speak clearly, or rhyme words, points of evaluation included on the kindergarten report card. He also had trouble recognizing letters of the (English) alphabet and knowing beginning sounds. His second kindergarten teacher also evaluated Joel as needing improvement in group discussion and relating his experiences to others, and with rhyming words. Thus, he was seven years, nine months when he began first grade. His first grade teacher indicated that he was making satisfactory progress throughout the year. By the final quarter he was at grade level in reading, language arts, and math. His teacher commented on his report card that he had learned English well and was a hard worker. She also suggested on the card that "it would benefit him

to have someone at home who could help him with his homework in English." Unfortunately, neither his mother nor father could read these comments, and there were no older brothers or sisters at home who could translate them into Spanish.

III. PROFILES OF LANGUAGE ABILITIES OF THE SUBJECTS

1.0 SOURCE OF DATA FOR THE PROFILES

The constructions presented here were taken from one of the first fieldwork sessions that all of the subjects had in common, the home visits scheduled for July of 1981. During these sessions the children were required to describe various pictures from the BINL testing materials (Basic Inventory of Natural Language) in English and in Spanish. This departure from completely naturalistic data collection allowed us to sample language abilities in the performance of the same task in both languages, and it allowed for the production of narratives and description, types of context-reduced language which may not have otherwise been produced in everyday, naturalistic interaction in the home.

The BINL elicitation sessions were held in the homes of the children. The two focal children plus one other sibling or friend normally present in the home were allowed to participate in the activity. The activity was initiated in English for all of the groups. Each child was asked to choose three pictures to talk about to begin the 'game.' The adult researcher asked the child to tell a story about the picture, or to tell what was happening in the picture. If the child had difficulty, the researcher prompted the child by asking for further detail and conjecture about the picture. As the BINL Manual suggests, the other children in the session were encouraged to pose questions about the picture to the child whose turn it was, so that the transcripts reflect sibling interaction as well. This accounts for

some of the questions found in the linguistic output for the children, which occurred naturally in the course of participating in the 'game.' Each child talked about one picture per turn in rotation with the other two participants. Each session lasted approximately forty-five minutes in each language. A few of the younger children were unable to sustain discussion in English, and consequently there is no sample of their English language output in the linguistic profiles in Section 3. All of the children were able to discuss the pictures in Spanish.

A variety of constructions from these sessions were extracted to provide the reader with a schematic profile of the abilities of the children in both of their languages. Brief prose summaries precede the schematic presentations, which provide examples for the summaries. The intent is not to produce an exhaustive catalogue of the children's output during the sessions, but to be representative of the structures and rules found in their speech at this time. A discussion of the linguistic constructions selected in English and Spanish appears in the next section of this report.

The sessions not only provided the speech data for the linguistic profiles, they also produced data which could be treated as language assessment samples. By scoring samples of children's utterances from these sessions, the children could be compared to others in districts where the BINL was used for placement in school programs. The transcripts from the sessions were used for the extraction of utterances for BINL scoring. Multiple samples of ten utterances were extracted for each child in each language. The number of samples per

child ranged from one to a maximum of five per language. The samples were sent to the BINL publisher for machine scoring.

The BINL is scored in terms of mean number of words per language sample (i.e., ten utterances), and the complexity of the language used. Not included in the count are repetitions, corrections, fillers, and words substituted from another language. Vocabulary from the non-test language is not counted, nor are proper names. Contractions are counted as two words. The complexity score is derived from a point system with varying values for complete sentences, phrases, clauses, and modifiers. A single point for each word contributes to a fluency measure, and partial sentences are given a one-point credit. The result is an index of language ability which is the basis for the determination of the child's average level of complexity for the language sample. (Herbert, 1979, discusses BINL scoring in more detail).

As the utterances in the samples reflect variation in the function they perform in the verbal interaction, it is not surprising that the mean length of utterance and, therefore, complexity, varies across samples. The result is variation in terms of proficiency assessment for the children across samples, which is reflected in the BINL complexity scores and corresponding placement levels shown in Figures 1 and 2.[1] The mean score in each language has been calculated for each

[1]Other research on this data set explores the reasons for variability across these samples in more detail (Berdan and Garcia, forthcoming).

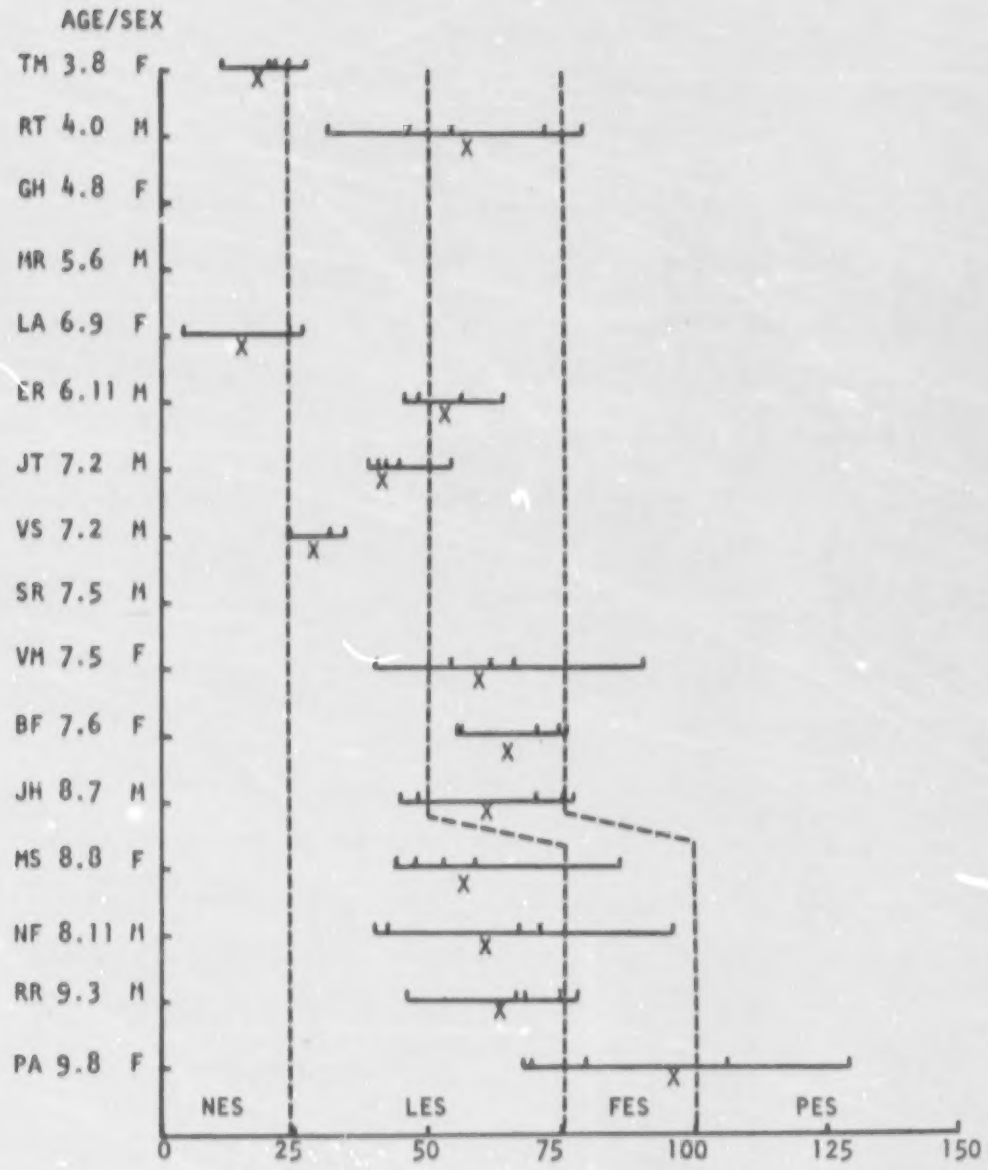

Figure 1. BINL Complexity Scores: English

Note: Each mark (|) indicates the average complexity of one sample. There are as many marks as samples for each child. The mean of all of the samples is indicated by 'X.'

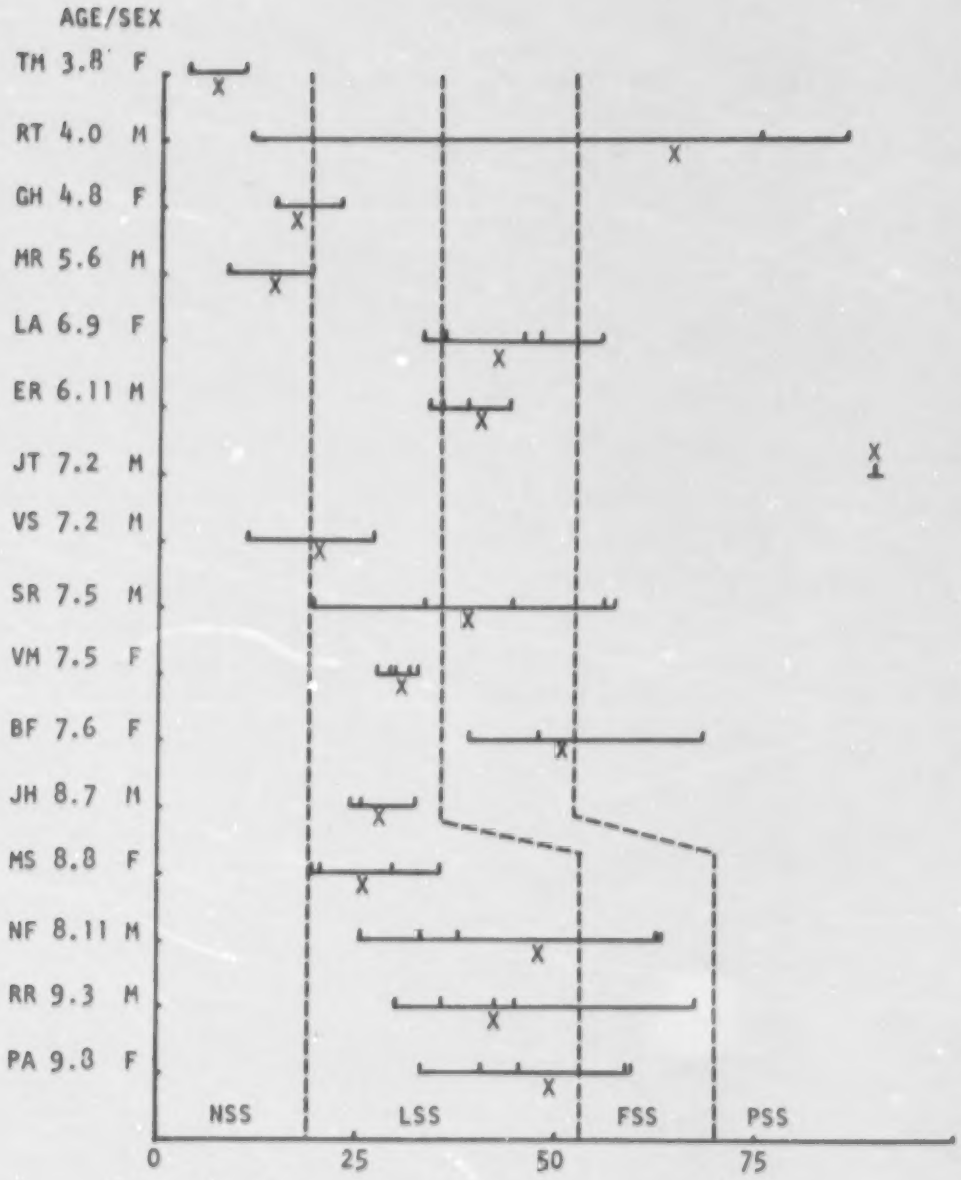

Figure 2. BINL Complexity Scores: Spanish

Note: Each mark (⊥) indicates the average complexity of one sample. There are as many marks as samples for each child. The mean of all the samples is indicated by 'X.'

child and proficiency level has been plotted. It is notable that the proficiency level to be assigned on the basis of mean BINL score is sometimes at odds with the language abilities demonstrated by the children in the session and reflected in the linguistic profiles. Any such discrepancies will be noted in the summaries for the children involved.

2.0 HIGHLIGHTS OF LINGUISTIC STRUCTURES OF ENGLISH AND SPANISH

2.1 English Constructions of Interest

Selected for display were examples of noun phrase and verb phrase morphology that had been deemed important in child language acquisition studies (e.g., Brown, 1973; Cazden, Cancino, Rosansky, & Schuman, 1975) and syntactic constructions that linguists working in speech pathology find helpful in describing children's linguistic abilities (e.g., Lee and Canter, 1971). It is expected that the grammatical categories identified in the list of English constructions inventoried are fairly self-explanatory. In the discussion of the Spanish constructions inventoried, we present an overview of each category in terms of Spanish usage and indicate by means of translations how they compare with their English language counterparts.

Summary of English Constructions Inventoried

Category	Members/Description	Example
ARTICLES		
Definite	the	The boy is tall.
Indefinite	a(n), some	I need an eraser and some staples.

Demonstrative	this, that, these	These apples are good.
PRONOUNS		
Subject	I, you, she, he, it, we, they	He was sorry about it.
Possessive	my, mine, your, yours, her, his, hers, our, ours, their, theirs	This is my book, not yours or hers.
Object	me, you, him, her, it, us, them	She gave it to them.
Indefinite	one(s)	I like the yellow ones.
Demonstrative	this, that, these, those	Can I have that?
ADJECTIVES		
Simple	(e.g.) brown, little, silly	Read me the silly story.
Comparative	Adjective, -er, -est	This one is bigger.
PREPOSITIONS		
Most commonly used:	in, on, to, for, from, with, at, off, about, of, by	She looked in the box. She went with the boy.
WH- WORDS	who, when, why, where, what	Her mother asked why she did it.
	how, how much	How much does it cost?
PLURALS		
Regular	/s/, /z/, /Iz/	I saw some chicks, cows, and horses on the farm.
Irregular	vocalic infixes or no change	I also saw some sheep, fish and mice there.
POSSESSIVE	/s/ (written -'s)	It is Michael's coat.

VERB FORMS

Copula	be, am, is, are, was, were (full form and contracted)	I'm tired, and he's sleepy.
Present Tense		
most forms	no inflection	We eat meat and potatoes.
3rd sing -s	/s/, /z/, /Iz/	The doll sleeps and cries. He brushes his teeth.
have/got		He's got a kite.
Past Tense		
regular	/t/, /d/, /Id/ (written -ed)	She stopped the car, called the police, and waited for them.
irregular	internally inflected words such as: fell, put, went, got, caught, saw, said, broke, bit, etc.	He put on his jacket and went out the door.

COMPLEX VERBS*

Progressives	auxiliary verb with present participle	They were walking to school and their friend was singing.
Semi-modals	gonna, hafta, needta, oughta, 'd better (had better)	I'm gonna go to the store 'cause I hafta buy some milk for my mom.
Modals	will, would, can, could, may, might, should, shall	I could climb that tree but my sister might tell on me.

*This category includes sentences which have two or more verbs in the main clause. It is found also in the Spanish inventories.

Perfective	have, has, had with a past participle	He <u>has been</u> there.
NEGATION		
Auxiliary with a Negative	won't, ain't, can't couldn't, shouldn't, haven't, etc.	My little brother <u>can't</u> walk yet.
Negative words	never, none, any, at all, no, nobody, without, etc.	The teacher said <u>no</u> talking. There was <u>no</u> sound <u>at all</u>.
<u>Do</u> support	doesn't, didn't, don't (and full forms with <u>not</u>)	She <u>doesn't</u> want to play with us. <u>Didn't</u> she get in trouble?
QUESTION FORMATION		
<u>Wh-</u> fronting	interrogative begins the sentence, precedes the <u>Aux</u>	<u>Where</u> is the bike?
<u>Aux</u> inversion	auxiliary precedes subject	<u>Are</u> they friends?
<u>Do</u> support	<u>do</u> serves as the auxiliary verb for a yes/no question	<u>Did</u> he leave on time? <u>Do</u> you like the zoo?
COMPLEX SYNTAX#		
Conjunctions	and, but, or	I like to swim <u>and</u> my brother likes to play <u>in the sand</u>.
Embedded questions	if, whether, <u>wh-</u> words	Ask my mom <u>if I can go</u>.

#This list is merely suggestive of the syntactic complexity of the constructions produced by the children. Other types of constructions showing complex syntax may be listed in the inventories of specific children as well. Also, complex syntax may be evident in other categories of the inventory but not displayed again in this category.

Subordinate clauses	because, so, then	I wanted to know so I could save my money too.
Relative clauses	which, whose, that	He wanted the ball that had the blue stripes.

2.2 Spanish Constructions of Interest and Contrasts with English

The Spanish constructions selected for display parallel many of those selected for English, but also include those found in Spanish alone. This contrast between languages is of interest because even when the same grammatical category is found across languages, the rules for the production of the Spanish form may be quite different from those of English. In the following discussion we present the grammatical constructions chosen for display, and provide a brief outline of how they are used.

2.2.1 Articles

Unlike English, which has a single, uniflected form for the definite article, Spanish has both a masculine singular and a feminine singular, el and la respectively, and corresponding plural inflected forms, los and las respectively. The stem for the masculine plural los is different from that for the masculine singular el; it is interesting that none of the children in the study makes the mistake of inflecting the singular stem for plural, which would give the ungrammatical els.

Gender assignment for articles is largely predictable on the basis of nominal endings. Usually, nouns which end in -a are feminine and those which end in -o are masculine. When nouns end in consonants

there are certain suffixes which are predictably feminine, such as -ción, -tad, and some which are predictably masculine, such as -al, -or. Words which end in -e may be of either gender. However, when a feminine noun begins with a stressed a, the article must be el, although the word remains feminine for any further gender agreement in the sentence. Children in this study who otherwise use the definite article correctly will say la agua for el agua, attesting to the very exceptional, or marked nature of this case of agreement.

The indefinite singular and plural articles are una(s) and uno(s), and alguna(s) and alguno(s). Demonstrative articles (also called adjectives) are esta(s), este/estos all meaning 'these,' and esa(s) and ese/esos 'those.' Interestingly, the masculine singular stem este is replaced by the neuter form esto and then inflected to form the plural, estos. (Esto is used alone only as a demonstrative pronoun, e.g., Esto es . . . 'This (thing) is . . .' When este is used alone as a pronoun, it means 'this one'.) It is notable that there are no errors by these children where esto is incorrectly used as the article, e.g., esto libro.

2.2.2 Pronouns

In Spanish, subject pronouns are not obligatory, as the verb in the sentence will be inflected for the person and number of the grammatical subject. Where the verb inflections do not uniquely identify a subject, context is the disambiguator in determining the referent for the verb.

Subject Pronouns

Singular		Plural	
yo	'I'	nosotros	'we'
tú (familiar)	'you'	vosotros (not commonly used in Mexican Spanish)	'you'
usted (formal)	'you'	ustedes	
él	'he'	ellos (all male group, or mixed)	'they'
ella	'she'	ellas (all female group)	'they'

Object pronouns in Spanish are realized as either enclitic pronouns or full pronouns. (Enclitic pronouns are reduced forms which depend on their placement with respect to the verb for stress assignment.) For both direct and indirect objects, referents may be specified elsewhere in the sentence in a prepositional phrase by means of a pronoun or a noun. The pronouns used after prepositions are, in most cases, identical to the subject pronouns. Exceptions are mí (not yo) for me and ti (not tú) for you (familiar form). The enclitic forms of direct object pronouns are lo(s) and la(s). They precede a conjugated verb or directly follow an infinitive, present participle, or a command form of the verb. Examples are:

La tengo.	'I have it.'
Quiero verlo.	'I want to see it.'
Deténgalas.	'Hold them(fem).'
Es para mí.	'It's for me.'

Indirect object pronouns are morphologically identical to reflexive pronouns, except for le and les, which are used solely for indirect

objects. However, a transformational rule may replace le or les with se if either pronoun is followed by lo(s) or la(s).

Indirect object pronouns

	Singular	Plural
first person	me	nos
second person	te	vos (rarely used in Mexican Spanish)
third person	le	les
	se	se

The indirect object pronouns presented above are positioned similarly to the direct object pronouns, in that they precede a conjugated verb or follow an infinitive, present participle, or command form of the verb. The subject pronouns, with the exceptions noted above, are also used after a and other prepositions to indicate indirect objects. (In case grammars of Spanish such terms as experiencer, beneficiary, loser, patient, and so on suggest the semantic relationship of the pronominal referent to the action of the verb.) Some examples of indirect object pronouns in sentences are:

La tintorería le mandó el vestido a ella.	'The drycleaners sent her the dress (to her).'
¿Les abro la puerta?	'Shall I open the door for them?'
¿Quiere que se lo traiga?	'Would you like me to bring it to you?'
¿Quieres que te lo traiga?	'Would you(fam) like me to bring it to you?'
¿El carro? Están componiéndomelo.	'The car? They're fixing it for me.'

As can be seen from the first example in this series, the subject pronoun may follow a personal a or other preposition for purposes of clarification or emphasis of the indirect object referent. As mentioned previously, the indirect object clitic pronouns, (with the exception of le(s)), are also used with reflexive verbs (i.e., 'true' reflexives, inherent reflexives, optional reflexives) and will be discussed with the verb classifications.

The possessive pronouns, which follow the subject pronouns in the display, have two forms, one when they serve as possessive adjectives and precede the noun they modify, and another when they alone stand for the referent. Both forms can be inflected for number, but only the latter can be inflected for person, in which case the pronoun agrees with the gender and number of the object it modifies. Below is a list of the two forms followed by examples of their use.

Possessive adjectives

first person	mi mis	'my'	nuestro nuestros	'ours'
second person	tu tus	'your'	vuestro vuestros (not commonly used in Mexico)	'yours'
	su sus	'your'		
third person	su sus	'his/her'	su sus	'their'

Possessive pronouns

first person	el mío/la mía los míos/las mías	'mine'

	el nuestro/la nuestra los nuestros/ las nuestras	'ours'
second person	el tuyo/la tuya los tuyos/las tuyas	'yours' (fam)
	el suyo/la suya los suyos/las suyas	'yours'
third person	el suyo/la suya los suyos/las suyas	'his', 'hers', 'theirs'

Examples of possessives in sentences:

¿Has visto mi chaqueta?	'Have you seen my jacket?'
¿Prefiere su café ahora, señor?	'Would you prefer your coffee now, sir?'
Guarde su boleto, señora.	'Keep your ticket, ma'm.'
El joven perdió sus anteojos.	'The young man lost his eyeglasses.'
Me prestas tu pluma? No encuentro la mía.	'Would you lend me your pen? I can't find mine.'
Tú puedes traer tus discos y ellos los suyos.	'You can bring your records and they can bring theirs.'

It is interesting to note that body parts and other items on the person of the possessor are not usually referred to with the possessive pronoun as they are in English. To express the equivalent of, 'His leg hurts,' the Spanish speaker would say, 'Le duela la pierna.' 'He took off his shirt' could be translated, 'Se quitó la camisa.' In English, a similar use of the definite article to refer to a body part indicates detatchment, such as that of a doctor in a hospital examination room: 'How does the arm feel?" While it is not ungrammatical in Spanish to

use a possessive adjective with an object on one's person, sole use of such adjectives could indicate influence from English.

Another way to indicate possession is the preposition de with a noun or pronoun naming the possessor. There is no possessive morpheme ('s) as in English, which inflects the preceding noun indicating the possessor. A sentence such as, 'I like Michael's car,' would be translated, 'Me gusta el carro de Miguel.' Where the possessive adjective su might be confusing because of the multiple referents it can have, de can be used with subject pronouns to state possession more clearly, as with, 'El libro es de él, no de ella,' 'The book is his, not hers.' (Using possessive adjectives alone would produce: 'Es su libro; no es su libro,' or 'Es el suyo; no es el suyo.') Possessive de is noted under the heading 'Prepositions' in the children's inventories when it occurs.

Included in the inventories under 'Pronouns', is passive se. It is perhaps not a pronoun in fact, as it is used when the speaker does not wish to specify an agent for the action. Because it serves this function in Spanish, it is comparable to the passive in English, through which mention of the agent can also be avoided.

Examples of passive se:

Se requiere identificación.	'Identification is required.'
Se prohibe fumar.	'Smoking is forbidden.'

Se is also used as a reflexive pronoun, and will be discussed further under 'Verb Forms'.

2.2.3 Adjectives

Adjectives in Spanish usually follow the nouns that they modify, the exception being when a particular adjective is felt to be an inherent attribute of the noun, as in 'la blanca nieve,' 'the white snow.' Another type of adjective which can precede the noun are quantifiers such as dos 'two,' mucho 'many,' más 'more,' tantos/-as 'so many,' and so on, which in some cases may be inflected for gender and number in agreement with the noun. Some examples are:

El me compró muchas flores.	'He bought me many flowers.'
¡No esperaba tantas niñas!	'I didn't expect so many girls!'
No sabía que había más pan.	'I didn't know that there was more bread.'

While English has the inflections -er and -est as comparative suffixes, Spanish uses a word placed before the noun, such as más in más feo, 'uglier,' and will specify the -est of ugliest by putting a definite article before más in the noun phrase as in, El más feo se sentó junto a mí. 'The ugliest one sat down next to me.' There are inflections used with nouns and adjectives which may indicate size, such as '-ito' for 'small' and '-ón' for 'large,' e.g., paquetito 'little package,' criticón 'big critic', but by extension they may indicate an attitude of endearment or displeasure, respectively, adding to the meaning of the adjective to which they are affixed to. The suffix -ote, also indicating 'large', is used by some of the children. The superlative ending -ísimo as in, grandísimo 'very large,' is not commonly used by the Mexican Spanish speakers in this study, who use muy 'very' before

the adjective instead, e.g., muy grande, 'very large'. Where the children in the study use quantifiers or intensifiers on these transcripts, they will be so noted under the 'Adjective' category.

2.2.4 Prepositions

As in English, Spanish prepositions have any number of semantic relationships to the main proposition of the sentence. Some of the more common prepositions that we have noted occurring in the speech of the children in the study have been: a 'to,' en 'on,' con 'with,' para 'for, toward,' por 'by, for,' and de 'of.' It should be noted that many prepositions, especially a and de, have syntactic functions which do not easily translate in terms of their usual meaning. For example, a is used before a noun or pronoun having an animate referent, so that Veo a la señora Sánchez means 'I see Mrs. Sanchez.' The pronoun de, as previously mentioned, is used in possessive constructions such as, la casa de Carlos, 'Carlos' house' and is also used when one noun is used to modify another, as in casa de ladrillo 'a brick house,' literally, 'a house of brick,' or, dolor de estómago, 'stomach ache,' literally, 'pain of stomach.' Some verbs obligatorily take certain prepositions to introduce their complements, such as, pensar en for 'think of,' and tratar de 'to deal with, try to.' For present purposes, a subsample of the more common prepositions are displayed as used by the children in the study.

2.2.5 Plurals

The rule for pluralization of nouns and adjectives in Spanish is similar although not identical to that of English. In Spanish, -s is added if the word ends in a vowel; if it ends in a consonant, -es is added. If the word ends in a stressed vowel, usually only found in borrowed words such as rubí 'ruby,' the prescriptive rule is to add -es. (However, actual current practice varies between -s and -es.) If the subject of the sentence is plural, the verb will be inflected for a plural subject. In the display of constructions, the plural morphemes for nouns and adjectives are underlined; plural subject-verb agreement will be evident from the verbal endings in the sentence (discussed in this section under 'Verb Forms').

2.2.6 Verb forms

Under this heading are displayed three indicative verb classifications, the Simple Present and the two past tenses distinguished by aspect, i.e., the Preterite and the Imperfect. The Preterite is used to express punctual, completed action, and the Imperfect is used to express the action as iterative (happening repeatedly) or durative (happening over a long period of time). Children must learn an elaborate system of verb morphology which includes the verb stem, inflections for tense, mode, and aspect as appropriate to each class of verb, and for person and number of the grammatical subject. The class of the verb is based on its theme vowel, that is, the final vowel in the infinitival endings -ar, -er, and -ir. The display below illustrates the morphological content of

one verb in each of the three verb classes. The examples all show the stem, theme vowel, tense-mode-aspect, and person-number segments for the third person plural form of the verb (after Stockwell, Bowen, & Martin, 1965:105-110).

Spanish verb morphology

	stem	theme	tense -mode	person -number
AR hablar 'to speak'				
Present	habl	a	Ø	n
hablan 'they speak'				
Preterite	habl	a	ro	n
hablaron 'they spoke'				
Imperfect	habl	a	ba	n
hablaban 'they used to speak'				
ER comer 'to eat'				
Present	com	e	Ø	n
comen 'they eat'				
Preterite	com	ie	ro	n
comieron 'they ate'				
Imperfect	com	í	a	n
comían 'they used to eat'				
IR vivir 'to live'				
Present	viv	e	Ø	n
viven 'they live'				

	stem	theme vowel	tense -mode	person -number
Preterite	viv	ie	ro	n
vivieron 'they lived'				
Imperfect	viv	í	a	n
vivían 'they used to live'				

Not included here are the one-word future tense, e.g., pensaré 'I will think,' nor the conditional, e.g., pensaría 'I would think'; the fomer because of the usual preference in spoken Spanish for the periphrastic future, and the latter because it is usually used in contrary to fact clauses and not common in the data. The periphrastic future (i.e., an infinitive preceded by ir a 'to be going to') is listed under 'Complex Verbs,' and any conditionals which might occur will be listed under 'Complex Syntax.'

Reflexive verbs are included in their own category because of the characteristic inclusion of a reflexive pronoun in their conjugation, which distinguishes them from other verbs. Reflexive pronouns are identical to the indirect object pronouns except in the third person, where se is used for both singular and plural. The inclusion of a reflexive pronoun in a sentence indicates one of several possible relationships of the pronoun referent to the action of the verb, referred to here as true reflexives, inherent reflexives, and optional reflexives. 'True' reflexives are those in which the subject of the sentence is also the direct object of the verb, as in Yo me bañé, 'I bathed myself,' Juan se cortó, 'Juan cut himself', Ella se vio

en el espejo, 'She saw herself in the mirror.' When the subject is different from the object, no reflexive pronoun is used, as with, La mamá bañó al niño 'The mother bathed the child,' or, Juan cortó el árbol 'Juan cut down the tree.'

Inherently reflexive verbs are those which cannot be employed without a reflexive pronoun, e.g., quejarse 'to complain.' They differ from true reflexives in that the agent is not also the receiver of the action, and the verb cannot be used without a reflexive pronoun. Sentences with obligatory reflexives:

El niño se arrepintió de eso.	'The child was sorry about that.'
Todos se rieron del loro.	'They all laughed at the parrot.'
¿Por qué no te quejaste?	'Why didn't you complain?'

Optionally reflexive verbs are those such as irse 'to go, leave,' and morirse 'to die,' where the reflexive pronoun may reinforce the involvement of the referent or slightly alter the meaning of the verb. Also included are verbs such as beberse (algo) 'to drink (something),' comerse (algo) 'to eat (something),' where the pronoun reinforces the involvement of the agent in consuming something completely and/or with gusto. Examples of sentences with optional reflexives:

Quiso comérselo todo.	'He/She wanted to eat it all up.'
Me lo llevaron a la cárcel.	'They (went and) took him to jail (on me).'
Por poco se moría de verguenza.	'He/She was almost dying of embarrassment.'

In a slightly different usage, se appears to be a false reflexive, as used with inanimate objects as subjects. One function of

this type of usage is to cast the blame for an accident away from the agent or cause and report the person as the hapless victim:

Se le hacía tarde. 'It seemed late to him/her.'

Se me resbalaron los platos. 'The plates slipped (on me).'

¿Se te perdió la llave? 'Did you lose your key?'
(Did the key lose itself on you?)

All of these usages of se and the other reflexive pronouns will be displayed under 'Reflexives' in the inventories. Both the reflexive pronoun and the verb are underlined in the display of the constructions.

2.2.7 Ser/Estar

The ser/estar distinction is an important one semantically in Spanish, and very interesting for bilinguals, as English does not distinguish between permanent states and temporary conditions with the verb 'to be.' Ser is the copula which is used for permanent, characteristic attributes of people or things, while estar is used for temporary circumstances, conditions, or resultant attributes. Both can be used as auxiliaries, ser with past participles in the passive construction, and estar with past participles and present progressives. Both have irregular preterites as well, as displayed below:

Preterite	Imperfect	Examples
ser		Preterite: Fue encarcelado por la policia. 'He was jailed by the police.'
fui	era	
fuiste	eras	
fue	era	Imperfect: Era una niña hermosa. 'She was a beautiful child.'
fuimos	éramos	
fueron	eran	

estar		
estuve	estaba	Preterite: El estuvo en Madrid tres días. 'He was in Madrid three days.'
estuviste	estabas	
estuvo	estaba	Imperfect: El estaba muy enfermo ese día. 'He was very sick that day.'
estuvimos	estábamos	
estuvieron	estaban	

2.2.8 Complex verbs

As noted in the summary of the English constructions, this category includes sentences which have two or more verbs in the main clause. The first type of verbs to be displayed are in the subjunctive mode, which are usually part of a dependent clause. For example, the subjunctive is used when the agent in the main clause expresses the intention of influencing the subject of the dependent clause, or when the main clause contains an opinion or an emotional reaction to an action in the dependent clause. Examples of subjunctive usage:

Quiero que María venga mañana. 'I want María to come tomorrow.'

Les pidieron que se callaran. 'They asked them to be quiet.'

Temo que la maestra esté enferma. 'I'm afraid that the teacher may be sick.'

Next in the display is the paraphrastic future: ir a 'to be going to' followed by an infinitive phrase, such as, Voy a comprar medicina, 'I'm going to buy medicine.' It compares directly with 'going to' in English.

Included under 'Progressives' are those verbs affixed with -ando or -iendo, the present participle, and which have any one of a number

of conjugated verbs as their auxiliary. The more common of such auxiliaries are: estar 'to be,' andar 'to go around' (colloquial), ir 'to go,' and venir 'to come.' Often, the participle gives the sentence added information as to the manner in which the action was taking place, as in, Iban corriendo a la casa, 'They went running to the house.' Both the auxiliary and the progressive participle will be underlined in the display.

The verbs shown as 'Modals' are verbs that precede infinitives and are semantically like English modals, although they do not act syntactically as verbal auxiliaries as modals do in English, e.g., moving to sentence-initial position in questions (Subject-Aux. inversion), as in, 'Would you mind . . .?' Rather, these verbs are conjugated as the main verb in the sentence and behave syntactically as the main verb. However, a comparison may be made between this class of verbs and the so-called semi-modals in English, such as gonna (going to), hafta (have to), wanna (want to), which also take infinitive complements:

poder	'to be able to'	can
deber	'to ought to'	should
necesitar	'to need to'	should
tener que	'to have to'	must

Other meanings traditionally associated with English modality may be expressed by verbal suffixes, e.g., -ría 'would' as in hablaría 'would talk,' or set phrases, such as puede que, 'it might be that,' tal vez 'maybe,' quizás 'possibly, maybe.' Under the classification 'Modals'

for this display of constructions, we present only the previously discussed infinitive modifier type.

2.2.9 Negation

Negation in Spanish is different from English in that, in addition to the negative word no occurring before the verb, any other elements in the sentences which are part of the negation must be negative as well. While English has something like negative concord in sentence such as, 'I don't want any' (the positive request would be, 'I want some,' not, 'I want any'), in Spanish, the negative word usually begins with an -n, such as in, 'No quiero nada,' or, 'No busco a nadie.' As in English, negative words may occur in a sentence without corresponding negation of the verb, as in Nadie me habló, 'No one spoke to me.' Unlike English, the negative no in Spanish is always a separate word, it cannot serve as a bound morpheme, such as the contracted n't of didn't. Examples of both verbal negation and negative lexicon will be displayed in the inventories for the children.

2.2.10 Question formation

Two types of questions will be noted here, the first, those utterances which contain an interrogative word. The more common Spanish interrogatives are listed below:

por qué	'why'
cuándo	'when'
cómo	'how'
quién	'who'

cuál	'which'
para qué	'for what reason, to what purpose'
qué	'what'

When the words above are used in questions, both direct and indirect, they have an orthographic accent over their phonetically stressed vowel. When these words are used to introduce relative clauses or adverbial phrases, they have no accent. Only their interrogative function will be displayed here.

Another way to indicate a question is with final rising intonation. Sometimes, the intonation alone is sufficient, such as the Spanish echo question, ¿eh?, similar to English, huh? or hmm? Of course, whole declarative sentences may be made questions by a rise in intonation.

2.2.11 Complex syntax

Finally, we note some of the more complex constructions used by the children, such as the use of subjunctive clauses, 'why' clauses, sentence conjunction showing cause-effect or simply temporally subsequent relationships, clauses with comparisons or similies, and the like. The list presented here does not attempt to be comprehensive, and it is expected that the reader will find other examples of complex syntax and efforts at expressing complex semantic content in other categories as well. Here we can only hope to suggest the linguistic resources found in the productive competence of the children at this point.

2.3 Orthographic Conventions for These Displays

Although for the most part, the traditional orthographic and spelling conventions have been used in representing the children's speech in these inventories, the utterances displayed here were taken from natural conversation, and the interactive nature of such conversation may be reflected in some of these utterances. A re-start of an incomplete utterance will be indicated by a dash (--), and a pause will be shown by a comma. The comma will also be used conventionally, such as after terms of direct address, or to separate members of a series of like items. Some writing conventions will follow Spanish usage. In Spanish, direct quotes are preceded by a colon and are not contained in quotation marks as they are in English. In titles of books and stories, for example, only the first word is capitalized.

Further, the Mexican Spanish used by many of these children reflects pronunciation, morphology, and lexical usage common to that region. Some words or usages are not covered by the rules for conventional orthography in Spanish, and will be represented in the inventories as they were used. For example, the common way to express 'only' in this variety of Spanish is nomás and not sólo or solamente. It appears to be treated as one word by the speakers in the community, and is written as such here. Other words which are different from conventional orthography are pos for pues, amá and apá for mamá and papá. Pa' the reduced variant of para, is written with an apostrophe in the inventories. Morphological differences include the ending for

the second person familiar form of preterite tense verbs, where -ites or istes is used rather than the -iste ending which traditional grammars prescribe. Such linguistic variants are represented in the children's utterances as they occur; they are not errors of Spanish. Where there appears to be an utterance not consistent with those for the adult grammars of the community, or where context (which we have in the transcripts from which these inventories were taken) shows an utterance to have been ungrammatical, the utterance is followed by a '+'. Missing words or morphemes, i.e., segments which should be included to make the sentence grammatically correct, are indicated by 'Ø'.

3.0 LANGUAGE PROFILES OF INDIVIDUAL SUBJECTS

In this section of this report we present profiles of the subjects in terms of their English and Spanish language abilities they exhibited during the first few months of our fieldwork with them, in July of 1981. As has been stated previously, this was a session which elicited picture description and storytelling from the children in interaction with the researcher and their peers. The constructions selected were intended to be a representative subsample of the children's output during these sessions.

As there are sixteen children in the Spanish-English sample, the profiles are grouped according to age, with the younger children (aged 3.8-5.6) first, the middle children (aged 6.9-7.6) next, and the older children (aged 8.7-9.8) last. It is expected that this order of presentation will make it easier for the reader to compare abilities

across children of the same age group. The prose summaries of each child's production in English and Spanish is presented first, followed by the schematic presentation of the constructions inventoried in each language, which provide the examples for the summaries.

3.1 Younger Children
Ages 3.8-5.6

3.1.1 TM, Age 3.8, Grade Pre-K, LAC-Suburban

Summary of TM's English. In English, TM appears to be acquiring all the essentials, even at the age of 3.8. She correctly produces a number of articles, and pronouns. She shows correct adjective placement, a number of prepositions, plural morphology, and present and past tense verb morphology. She can use copular constructions, as well as more complex verb tenses exemplified by the use of semi-modals, and progressives. It is unclear, however, whether her use of modals is semantically appropriate (I could go to school right now). She even uses a get passive construction, once with a correct past participle (got cut) once incorrectly (got bleed), which may indicate that she is still sorting out the forms. Syntactically, she keeps to simple Subject-Verb-Object order, varying it post-verbally with predicate adjectives, locatives, or time expressions. She will correctly omit the subject in direct imperatives (Get out of here). She appears to conjoin noun phrases rather than spontaneously using a plural in the sentences displayed as 'Complex Syntax' (the seat and then another seat).

Summary of TM's Spanish. In Spanish, TM does not offer as much evidence as she does in English that she is well on her way to knowing all of the essential rules. She shows evidence of a feminine definite article (la), and a masculine indefinite article (un), but no evidence of gender or number agreement (miØ horsis; un mosca). She produces a limited number of subject and object pronouns, but has a surprising variety in the 'Demonstrative' category. The adjectives she uses are

preposed because she has borrowed both adjectives and nouns from English to insert in her Spanish sentences (Tiene un brown truck; Tiene un yellow truck). She shows evidence of present, preterite, and reflexive verb forms, but no imperfect past tense. She can use the periphrastic future (ir a + Verb), but does not exhibit the subjunctive or modal verbs. She uses ser correctly to show possession or a permanent attribute, but her use of estar to show temporary location is incorrect because hay is preferred in those constructions (Está una aquí adentro . . .). She does not show evidence of negation beyond the use of no, and, other than que, relies on intonation rather than interrogative words to indicate questions. In sum, her Spanish language development appears to be secondary to her English language development.

TM, Age 3.8, Pre-K, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	1/12	In the house.
	2/8	The boys.
Indefinite	1/14	A bigger.+
	1/22	It's a boy.
Demonstrative	2/6	This one don't got one.+
	1/4	Put that toy in back.
PRONOUNS		
Subject	4/6	She's getting the Tic Tac Toes.
	1/2	I picked up toys.
	1/22	It's a boy.
	6/1	They open the thing.+
	5/9	He's falling down.
Possessive	8/14	My baby toys.
	8/22	I have my dress.
	10/12	My mother is gonna take me.
Object	7/22	They're gonna get me.
	10/12	My mother is going to take me.
	11/6	I hurt it.
Demonstrative	6/1	Open this, that, and then he opened that.+
	7/13	That's the real way, liar.
	8/8	One of that.+
Indefinite	2/6	This one don't got one.
ADJECTIVES		
Simple	3/1	Just one house.
	7/13	That's the real way, liar.
	8/12	My baby toys.
	8/26	It's big right now.
Comparative	1/14	A bigger.+

Construction	Page/turn	Example
PREPOSITIONS	1/2	I picked up toys.
	1/4	--put that toy in back.
	4/4	Get out of there.
	5/9	He's falling down.
PLURALS		
Regular	2/8	The boys.
	2/10	Twos.
	4/12	The flowers.
Irregular	6/20	My feet.
VERB FORMS		
Copula	1/22	It's a boy.
	2/16	It's just a bike.
	2/18	That's a cup.
	4/21	They're in here.
	3/1	That has to be the door.
Present Tense	4/4	Get out of here.
	6/1	They open the thing.
	10/4	They hit me.
have/got	8/22	I have my dress.
	2/6	This one don't got one.+
Past Tense		
regular	1/2	I picked up toys.
irregular	9/16	I fell down.
	9/18	I got cut.
	11/6	I bit my leg.
	11/10	He got bleed.+
	11/6	I hurt it.
COMPOUND VERBS		
Progressive	1/6	Eating.
	2/20	He is doing that cup.+
	4/6	She's getting the Tic Tac Toes.
	5/9	He's falling down.

Construction	Page/turn	Example
Semi-modals	7/22	They're gonna get me.
	8/10	I'm gonna eat that.
	8/24	I gonna go dance right now.
	10/12	My mother is gonna take me.
	3/1	That has to be the door.
Modals	7/20	I could go to McDonald's right now.
	10/24	My mother can go school right now.+
NEGATION		
Do support	2/6	This one don't got one.+
IDIOMS	7/13	Cut it out!
COMPLEX SYNTAX	2/20	The seat and then another seat.
	6/1	Open this, that, and then he opened . . .+

TM, Age 3.8, Grade Pre-K, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	12/2	La agua.+
	17/15	Se cayó la troca.+
Indefinite	14/16	Un pollo aquí.
	15/4	Un casa.+
	18/11	Este, mi apá tiene un truck.
	19/13	Está un mosca ahí.+
PRONOUNS		
Subject	14/2	Yo voy a 'cribir.+
Possessive	13/2	Eso es mío.
	14/4	Porque es de mi apá.
Direct Object	19/15	Está una aquí adentro pa' tenlo.+
Indirect Object	14/6	Me va a comprar mi horsie.
Indefinite	19/15	Está una aquí adentro pa' tenlo.+
	18/7	Mi apá tiene otro.
Demonstrative	13/2	Eso es mío.
	13/4	Estas.
	14/14	Con éstos.
	14/22	Mi apá me compró ésta.
	15/6	¿Esto?
	16/4	¿Esa?
ADJECTIVES	18/15	Tiene un brown truck. Tiene un yellow truck.
	19/19	Grandes.
	19/18	¿'Ta sola?
PREPOSITIONS	14/10	Porque me caigo de allá.+
	19/15	Está una aquí adentro pa' tenlo.+
	14/14	Con éstos.
Possessive de	14/4	Porque es de mi apá.

Construction	Page/turn	Example
PLURALS	13/25	Todas.
	14/14	Con éstos.
	14/20	Estos dos.
VERB FORMS		
Simple Present	14/18	¿'Ta sola?
	16/22	¿Qué es ésto?
	18/11	Mi apá tiene un truck.
	14/10	Porque me caigo de allá.+
Preterite	17/18	Se cayó la troca.
	14/22	Mi papá me compró ésta.
Reflexive	14/10	Porque me caigo de allá.
	17/17	Se cayó la troca.
SER/ESTAR		
Ser	13/2	Eso es mío.
	14/4	Porque es de mi apá.
	16/22	¿Qué es ésto?
Estar	19/13	Está un mosca ahí.+
	19/15	Está una aquí adentro pa' tenlo.+
COMPLEX VERBS		
Periphrastic Future	14/12	Yo voy a 'cribir (escribir).+
	14/6	Me va a comprar mi horsies.+
NEGATION	14/8	No aquí.
	14/12	De aquí no.
QUESTION FORMATION		
Interrogatives	16/22	¿Qué es ésto?
Intonation	14/18	¿Está sola?
	15/6	¿Esto?
	16/4	¿Esa?
COMPLEX SYNTAX	19/15	Está una aquí adentro pa' tenlo.+

3.1.2 RT, Age 4.8, Grade Pre-K, OC-Suburban

Summary of RT's English. At the age of 4.8, RT shows good progress in the basics of English grammar, although there are some errors in this learning phase. He does not exhibit the full complement of articles, although there are a variety of pronouns in the correct forms for subject, possessive, object, demonstrative, and definite usages. He has correct pre-nominal adjective placement (one boy; the black one), knows the comparative suffix -er, and appears to be acquiring prepositions, although there is evidence that in/on may not be distinguished yet (swinging in the ladder). Pluralization does not seem to be a problem, nor do simple verb tenses, although there are not many produced in this session. The more complex tenses, such as the progressive, semi-modals, and modals appear to be in place, although there is occasionally omission of an auxiliary (He Ø going . . .) or present tense morpheme (. . . he need Ø to go). He does not show as extensive a command of subordinating and coordinating devices as he does in Spanish, displaying only because and and then in this session under 'Complex Syntax'. He attempts topicalization, twice with inanimate subjects, but copies the subject incorrectly with an animate pronoun (And then the bus, he need to go; . . . because the car, he could crash). He does not exhibit the facility either with formal grammar or with storytelling technique that he does in Spanish. English is clearly a weaker language for RT.

Summary of RT's Spanish. RT's command of Spanish is very impressive for a child of 4.8. He seems to have no problems with the correct use of articles--definite, indefinite, and demonstrative--including the rules for gender and number agreement with the nouns they precede. His correct production of pronouns in the full complement of grammatical case relationships is also notable. He correctly places the adjective post-nominally (gorro verde; pelo blanco), exhibits consistent use of pluralization rules, although sometimes dialectal variants (unos papases), and employs a number of varied prepositions correctly. His use of verbs also demonstrates good progress in his native language. He seems to have present, preterite, and imperfect verb tenses in control, except for a few irregular, stem changing verbs (se dormieron). Verb usage, as exemplified by the correct use of reflexives and ser is correct, although some learning still needs to take place in the case of estar (. . . estaba el pelo blanco . . .+). He exhibits competence as well in a number of complex verbal constructions, such as the subjunctive, periphrastic future, progressive and modals. His command of complex syntax includes temporal coordination (y luego . . .), subordination (. . . porque ya era noche), purpose clauses (pa' que lo curaran), and appositive relative clauses (. . . el muñeco, el que tenía la escoba . . .). This excellent command of formal grammar is completed by the rhetorical

devices he uses as a storyteller, such as quoted speech (Nomás dijo: ¿qué pasó allí?) and the rhetorical question to emphasize a point (. . . porque si no, ¿cómo lo quería curar?). RT is clearly an exceptional Spanish language user.

RT, Age 4.8, Grade Pre-K, OC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	11/16	And then the bus, he need to go.+
Demonstrative	5/23	That one.
	17/9	--The girl friend of this one . . .
PRONOUNS		
Subject	9/7	I know. I know.
	6/9	'Cause she was swinging in the ladder.
	6/3	. . . and then he go to--go in the back.+
	7/8	They were running in the ladders.+
	11/20	Hey, you know that?
Possessive	5/14	I know one girl. Her name is . . .
	9/10	I know what his girl friend . . .
Object	11/14	. . . he want to give it to him.+
	13/5	. . . and then I tie her up.
	19/9	Me. I'll show you.
	9/21	He got it.
	11/14	. . . to give it to him.
Demonstrative	6/13	She was running like this and . . .
Indefinite	5/23	That one.
	17/9	--The girl friend of this one . . .+
ADJECTIVES		
Simple	7/4	Walking with one boy.
	17/3	The mom, the black one, he's going to more food.+
Comparative	12/25	He going faster because the car . . .+
PREPOSITIONS	6/9	'Cause she was swinging in the ladder.+
	7/4	Walking with one boy.
	7/1	To the bus.
	7/8	They were running in the ladders.+

Construction	Page/turn	Example
PLURALS		
Regular	7/8	They were running in the ladders.
	6/3	The boys is--are talking . . .
VERB FORMS		
Present Tense	6/3	The boys is--are talking and then he go to--+
	11/20	Hey, you know what?
	11/22	And then I think--
have/got	9/21	He got it.+
Past tense		
regular	11/14	He stayed up.
irregular	6/17	She fell down.
	11/12	He went and then the bus.+
COMPOUND VERBS		
Progressive	6/9	'Cause she was swinging in the ladder.
	6/3	The boys is--are talking and then he go to--
	6/7	And the cars is coming right there and . . .
	7/8	They were running in the ladders.+
Semi-modals	17/1	He going to eat.+
	17/3	And then, the food is going to be good.
	11/16	And then the bus, he need to go.+
Modals	12/25	He going faster because the car he could crash.+
	19/9	I'll show you.
COMPLEX SYNTAX	12/25	He going faster because the car he could crash.+
	11/12	He went and then the bus.+

RT, Age 4.8, Pre-K, OC-Suburban

Construction	Page/turn	Example
Noun Phrase		
ARTICLES		
Definite	1/3	Y luego el árbol se--se iban a vaer las hojas.
	6/11	Y luego los niños vinieron a la escuela y luego llegaron tan tarde.
	3/1	Y luego, am, le--le sacaron toda la sangre y fueron al doctor.
Indefinite	6/11	Un día, ah, unos niños iban a venir a la--
	1/1	Y luego un día había una casa blanca.+
Demonstrative	5/2	¿Nomás ese cuento y ya?
	7/11	Tú dijiste que íbamos a jugar este juego.
PRONOUNS		
Subject	25/17	Y yo también quiero uno.
	7/11	Tú dijiste que íbamos a jugar este juego.
	3/1	Y luego se tenía que sentar en el baño, ella porque si no, ¿cómo lo quería curar?
Possessive	3/1	Y luego su mamá le hablaba pa' que le cortaba el pelo.
Object	2/1	Se tenían que estar aquí en el baño pa' que lo curaran.
Indirect Object	3/1	Le iban a cortar los pantalones a ellos.
	3/1	Y luego ya su mamá le hablaba pa' que le cortaba el pelo.
Indefinite	25/17	Y yo también quiero uno.
Demonstrative	26/8	Y luego unos estaban patinando con esto, . . .

Spanish/RT

Construction	Page/turn	Example
ADJECTIVES	1/5	El que tenía el gorro verde.
	1/1	. . . un día había una casa blanca.
	3/1	. . . pero estaba el pelo blanco.+
PREPOSITIONS	2/1	Se tenía que estar aquí en el baño pa' que lo curaran.
	2/18	Y luego que yo tenía que curar con una toalla.
	6/11	Y luego los niños fueron a la misa y luego que los niños ya vinieron de la misa y llegaron ya de noche.
PLURALS	1/3	Y luego que el árbol, se iban a vaer las hojas.+
	26/8	Un día habían unos papases porque andaban en la nieve y luego ahí había árboles y . . .+
	6/11	Ya era noche y luego se dormieron las niñas y los niños.+
VERB FORMS		
Simple Present	8/14	Yo tengo uno.
	25/17	Y yo también quiero uno.
	6/11	Y ya es todo.
Preterite		
regular	3/6	Y luego cuando le cortaron el pelo . . .
	2/18	Una--un día, yo me pegué en el baño, y luego me salió sangre.
irregular	1/5	Y luego el muñeco, el que tenía la escoba, nomás dijo: ¿qué pasó ahí? y luego . . .+
	1/5	Y dijeron: sí, y luego se fueron.
	6/11	. . . Ya era noche y luego se--se dormieron las niñas y los niños.+
Imperfect	6/11	Unos niños iban a venir porque ya era de . . .
	26/8	Un día habían unos papases porque andaban en la nieve y luego ahí había árboles y . . .+
	3/1	. . . pero estaba el pelo blanco . . .+
	6/11	Ya era noche.

Construction	Page/turn	Example
Reflexives	2/18	Y luego que, que dijo la niña mañana te vas a aliviar cuando te duermas.
	6/11	Ya es hora de venirse a la escuela.
	2/17	Un día yo me pegué en el baño y luego me salió sangre.
	3/1	Y luego se tenía que sentar en el baño . . .
SER/ESTAR		
Ser	6/11	Ya era noche . . .
	6/11	Y ya es todo.
Estar	2/18	Se tenían que estar aquí en el baño . . .
	3/1	Pero estaba el pelo blanco, . . .+
COMPLEX VERBS		
Subjunctive	2/18	Y luego que, que dijo la niña: mañana te vas a aliviar cuando te duermas.
	2/18	Se tenían que estar aquí en el baño pa' que lo curaran.
Periphrastic Future	2/18	Y luego que, que dijo, la niña: mañana te vas a aliviar cuando te duermas.
	1/5	Sí, dijo, ya nos vamos a ir.
Progressive	26/8	. . . y andaban patinando en la nieve, y luego unos estaban patinando con esto . . .
Modals	2/1	Se tenía que estar aquí en el baño pa' que lo curaran.
	2/8	Y luego que no tenía que curar con una toalla.
	8/15	Tú me tienes que quitarme uno y yo te tengo que quitar otro.

Construction	Page/turn	Example
NEGATION	3/1	. . . porque si no, ¿cómo lo quería curar?
	8/10	Tú no tienes que decir a mí.+
QUESTION FORMATION		
Interrogatives	3/1	. . . porque si no, ¿cómo lo quería curar?
	1/5	Nomás dijo: ¿qué pasó ahí?
COMPLEX SYNTAX	6/11	Un día unos niños iban a venir--iban a irse a la escuela, porque ya era hora.
	6/11	Y luego los niños ya llegaron al bus y se fueron en el bus y luego llegaron a la escuela y luego se fueron a la casa.
	6/11	Y luego se fueron a la casa y luego se vinieron pa'--se tenían que dormir porque ya era noche.
	2/17	Yo me pegué en el baño, y luego me salió sangre.
	2/17	Se tenían que estar aquí en el baño pa' que lo curaran.
	1/5	Y luego el muñeco, el que tenía la escoba, nomás dijo: ¿qué pasó ahí?

3.1.3 GH, Age 5.0, Grade Pre-K, SBC-Rural

Summary of GH's English and Spanish. In English, GH could not perform the picture-description/storytelling task requested of her. She could not comprehend the instructions for the task when given in English, nor could she respond in English when they were explained to her in Spanish. Therefore, we have only a Spanish sample for her.

At the age of 5.0, GH appears to communicate well in Spanish, although she is not extremely talkative. She produces articles and their inflections for gender and number, and pronouns in the full complement of grammatical cases--subject, object, indirect object, possessive--as well as demonstrative (ese, eso). She correctly uses the passive se, when no animate agent needs to be expressed (Se hace noche . . .). She appears to know pluralization rules, a number of prepositions, and gender and number agreement in her use of predicate adjectives. Simple verb tenses do not appear to be a problem, although she produced only present and preterite in the session. Her use of reflexive verbs and ser and estar also show no problems. She appears to be acquiring the complex verb usages, such as the subjunctive, periphrastic future, progressive, and modals. She shows command of two negative forms, no and nada, and the interrogative word, que, (¿Qué estás haciendo?), which she can also use as a subordinator (. . . que comprar). Other examples of her complex syntax are a temporal clause (Cuando se acaben esos . . .) and a comparative clause (Mira esta como está de la cara). As she was still a pre-schooler when this sample was taken, and the task was unfamiliar to her, she did not speak as freely

as she might have otherwise. From this sample, we can only conclude that there are no serious deficiencies in her Spanish language development. This is not the conclusion we would reach from her mean BINL score, however (p. 78), which would put her in the Non-Spanish speaking category. As can be seen from the constructions she produces, she can indeed communicate in Spanish.

GH, Age 5.0, Grade Pre-K, SBC-Rural

Construction	Page/turn	Example
ARTICLES		
Definite	1/12	Con la mano.
	5/26	Y la, tiene el plátano y la manzana y las flores.
PRONOUNS		
Subject	2/11	Yo ya agarré tres.
	16/2	Usted le está diciendo.
Possessive	8/4	Yo también me los lavo con mi cepillo.
Object	9/26	Y a mí no.
	8/4	Yo también me los lavo con mi cepillo.
Indirect Object	5/4	Eli le dice a Carlos: Calo, así.
	13/16	Mamá le va a ayudar.
Demonstrative	5/9	Ese no.
	6/23	Cuando se acaben ésos van a jugar y corren bien pronto.+
Passive se	6/23	Se hace noche cuando se acaben esos . . .
ADJECTIVES	12/13	No está bonita.
	15/7	La ropa también bien mojada.
PREPOSITIONS	1/12	Con la mano.
	5/4	Eli le dice a Carlos: Calo, así.
	15/2	Mira ésta como está, de la cara.
	1/22	De mujer.
PLURALS	5/26	. . . la manzana y las flores.
	14/6	Frijoles son.
VERB FORMS		
Simple Present	15/2	Mira ésta como está, de la cara.
	5/26	Y la, tiene el plátano y la manzana y las flores.
	5/4	Eli le dice a Carlos: Calo, así.

Construction	Page/turn	Example
Preterite	2/11	Yo ya agarré tres.
	15/20	Yo ya acabé.
Reflexives	8/4	Yo también me los lavo con mi cepillo.
	6/19	Luego que se duerman.
SER/ESTAR		
Ser	10/10	Es leche.
	14/6	Frijoles son.
Estar	12/13	No está bonita.
	13/19	Yo ya estoy cansada.
COMPLEX VERBS		
Subjunctive	6/19	Luego que se duerman.
Periphrastic Future	6/23	Cuando se acaben ésos van a jugar y corren bien pronto.+
Progressive	5/22	Comiendo plátano.
	9/19	Anda jugando.
Modals	12/15	No quiero estar allí.
NEGATION	12/6	Yo ya no quiero ése.
	6/11	Nada.
	12/13	No está bonita.
QUESTION FORMATION		
Interrogatives	15/16	¿Qué estás haciendo?
COMPLEX SYNTAX	6/23	Cuando se acaben ésos van a jugar y correr bien pronto.
	15/2	Mira ésta cómo está de la cara.
	14/24	Para ver qué comprar.

3.1.4 MR, Age 5.6, Grade Pre-K, LAC-Urban

Summary of MR's English and Spanish. At the age of 5.6, MR seems to be developing well in Spanish, his native language. He was not able to understand or respond to questions posed to him in English, so the Spanish sample was the only one that was taken. He demonstrates a command of masculine and feminine definite and indefinite articles, indicating knowledge of gender and number agreement. He produces a number of pronouns in several, although not all, grammatical categories--subject, object, indirect object, demonstrative. He exhibits correct adjective placement, shown here as the adjective of quantity precedes the noun (Y había mucha agua). He appears to be acquiring prepositions, and demonstrates application of the rules for pluralization. He shows knowledge of the simple present and imperfect verb tenses, and several instances of the semantically complex reflexive, as in the true reflexive (Se está bañando), and as in this optional reflexive often used with verbs of consumption (Se la van a comer). He shows evidence of the imperative, ser and estar, and complex verb constructions such as the periphrastic future and the progressive, of which there is great variety. He demonstrates knowledge of several interrogatives (para que, cuál, qué), and also conveys questions by intonation. He does not appear to have any problems with communication in Spanish, although his BINL placement level would erroneously place him in the Non-Spanish Speaking category (p. 78).

MR, Age 5.6, Grade Pre-K, LAC-Urban

Construction	Page/turn	Example
ARTICLES		
Definite	24/14	Los niños están comprando.
	33/15	El día.
	33/15	Se está tallando la cara.
	33/21	En el baño.
Indefinite	15/15	Es una escuela.
	16/7	Un poste.
PRONOUNS		
Subject	12/19	Yo le pregunto.
	13/20	Yo no me sé ése.
	31/16	Ella.
Object	24/11	Las vienden todas.+
	24/16	Se la van a comer.
	32/11	Yo no me los sé.
Indirect Object	13/20	Yo le pregunto.
Demonstrative	13/20	Yo no me sé ése.
	25/5	Falta ésa.
	25/9	¿Falta éstas o éstas?+
ADJECTIVES		
	33/17	Y había mucha agua.
	32/13	Rojo.
PREPOSITIONS	2/6	Voy a andar en escuela.+
	2/8	Voy a andar a escuela.+
	16/1	De aquí.
	30/25	Con ropa.
	33/21	En el baño.
	33/24	En una pila.
	8/15	Están sentados en sofa.+
PLURALS	24/11	Las vienden todas.+
	30/13	Aquí hay palos.
	24/14	Los niños están comprando.

Construction	Page/turn	Example
VERB FORMS		
Simple Present	12/19	Yo le pregunto.
	23/14	Quiero agarrar algo.
	30/13	Aquí hay palos.
	31/3	Luego tienen pelo.
	32/11	Yo no me los sé.
Imperfect	33/17	Y había mucha agua.
Reflexive	33/12	Se está bañando.
	9/13	Ya me cansé.
	33/15	Se está tallando la cara.
	24/16	Se la van a comer.
	32/11	Yo no me los sé.
Imperative	31/1	Tú no digas.
SER/ESTAR		
Ser	15/15	Es una escuela.
	33/6	Es blanco.
Estar	8/15	Están sentados en sofá.
COMPLEX VERBS		
Periphrastic Future	24/16	Se la van a comer.
	2/6	Voy a andar en escuela.+
Progressive	23/8	Aquí está viendo qué hay.+
	23/12	Está hincado.
	24/14	Los niños están comprando.
	24/20	Saúl anda diciendo.
	33/12	Se está bañando.
NEGATION	14/4	Yo no sé.
	26/6	Ya no falta.
	31/1	Tú no digas.
QUESTION FORMATION		
Interrogatives	32/2	¿Para qué?
	15/21	¿Cuál?
	20/21	¿Qué hay aquí?
Intonation	25/9	¿Falta éstas o éstas?+
	14/9	¿Eh?

3.2 Middle Children
Ages 6.9-7.6

3.2.1 LA, Age 6.9, Grade 1, OC-Suburban

Summary of LA's English. In English, LA, at age 6.9, does not seem to be able to express herself grammatically nor fluently. She displays some articles--definite, indefinite, and demonstrative--but does not use them in great variety. While she shows evidence of pronominal forms, subject, for example (He going run+), or possessive (She's dress . . .+; The boy is wash their teeths+), and demonstrative (. . . and this?), she uses the subject pronoun incorrectly with the possessive suffix 's, and makes the possessive adjective agree with the following noun as in Spanish. She produces only a few adjectives, exclusively color terms, and does not produce many prepositions. She demonstrates her awareness of the use of Wh- words in questions, but will often omit the auxiliary verb in question formation (Where Ø the kid going?+), or will fail to invert the auxiliary and the subject (What he's doing?+). She demonstrates command of the regular pluralization rule, but seems to be having trouble with the irregular forms (. . . their teeths+). Although she produces present tense forms (is, are, eat), one is produced in a context in which a native English speaker would use the present progressive. For example, 'He eat food and he going outside to play', would be better said, 'He is eating his food and then he's going. . . .' While she does attempt the present progressive, she often omits the verbal auxiliary (Where Ø the kid going+?) or may omit the -ing progressive suffix (The boy is wash their teeths+). She is successful only once in a completely grammatical question (What color are the ducks?) and she uses intonation as a

strategy for questioning as well. From this sample, it is evident that LA has extensive limitations in English language production.

Summary of LA's Spanish. In Spanish, LA demonstrates a much greater command of a number of grammatical constructions than she does in English and appears to be very fluent in it. She has masculine and feminine forms for definite and indefinite articles, and demonstrates a varied set of pronouns--subject, possessive, object, indirect object, and demonstrative--as well as command of the impersonal se (. . . otra cama que se baja). She shows command of adjective placement, pre-nominal in the case of quantifiers (dos baños), and free word order in predicate adjective constructions (Está grande la casa). She even shows the productivity of an intensifying morpheme, -otota, which means 'very large' (grandotota). She shows command of prepositions, including possessive de (. . . la de mi tía), and the pluralization rules which affect all elements of the noun phrase. She produces a variety of present tense, regular and irregular preterite, and imperfect verb tenses. She correctly uses reflexive verbs (Y luego se van . . .), and demonstrates the correct semantic and morphological usage of ser and estar. Her proficiency with more complex verbs includes the subjunctive, progressive, and modals. She can use negation (no) and interrogatives (cómo, qué), although they are not plentiful in this sample. She demonstrates complex syntax such as the embedded imperfect subjunctive (El niño le dijo que parara) and

temporal sequencing with y luego as the coordinator (. . . y luego el señor ya le dió la paleta). In sum, LA's Spanish is far superior to her English, although she may prove to be merely average with respect to monolingual Spanish speakers of her same age.

LA, Age 6.9, Grade 1, OC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	13/3	Where the kid going?+
	10/17	The teacher.
Indefinite	4/10	Put some water.
Demonstrative	14/8	And this car?
PRONOUNS		
Subject	10/9	What he's doing?
	14/4	He going run.+
Possessive	8/16	The boy is wash their teeths?+
	13/6	What color she's shorts?+
	13/13	She's dress what color?+
Demonstrative	11/11	What color is this?+
	13/8	And this?
ADJECTIVES	8/8	Blue. Navy. Blue navy.+
	9/21	Yellow.
PREPOSITIONS	13/9	Why the kid going to the school?+
Wh- WORDS	10/9	What he's doing?+
	13/3	Where the kid going?+
	13/19	Why the kid going to the school?+
PLURALS		
Regular	11/3	What color are the ducks?
	12/18	And the shoes?
	12/24	And the trees?
Irregular	8/16	The boy is wash their teeths?+
POSSESSIVE 's	12/10	And the boy's shirts?

Construction	Page/turn	Example
VERB FORMS		
Copula	10/13	What color is the hair?+
	11/2	What's blue?
Present Tense	13/23	He eat food and he going outside to play.+
COMPLEX VERBS		
Progressives	10/9	What he's doing?+
	11/20	What the kid doing?+
	13/3	Where the kid going?+
	14/4	He going run.+ (i.e, was running)
	8/16	The boy is wash their teeths.+
QUESTION FORMATION		
Wh- fronting	10/9	What he's doing?+
	11/20	What the kid doing?+
	13/3	Where the kid going?+
& Aux inversion	11/23	What color are the ducks?
Intonation	14/8	And this car? Color?
COMPLEX SYNTAX	13/23	He eat food and he going outside to play.+

LA, Age 6.9, Grade 1, OC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	14/14	El niño le dijo que parara.
	14/14	El niño le dio el dinero y luego el señor ya le dio la paleta.
	20/6	En los ranchos hay puros swap meet . . .
Indefinite	4/12	Un dólar.
	14/17	Una peseta.
	23/9	Unos no.
	3/4	Le dio unas pero buenas.
PRONOUNS		
Subject	14/14	El iba a comprar una paleta.
	23/13	Yo primero.
	1/12	Ahora tú.
Possessive	19/19	Ya estás en tu casa, ¿Okay?
	19/19	Ya se puede meter a su casa.
Object	19/15	Me lo va a romper.
	19/11	Tiene la llave de esta casa pa' que la cierren y la abren.+
	23/3	Y a mí.
	23/9	Este no lo dije.
Indirect Object	14/14	El niño le dio el dinero y luego el señor ya le dio la paleta.
Impersonal se	16/11	Pero tiene otra cama que se baja.
	16/13	Tiene un colgadero allí, y se pone . . .
Demonstrative	15/18	Como éste se parece a la de mi tía . . .
	19/11	Esta viene pegada con ésta.
ADJECTIVES	17/9	Y tiene dos baños.
	18/2	Está grande la casa.
Intensifier	19/5	Está grandototota.

Construction	Page/turn	Example
PREPOSITIONS	19/19	Ya se puede meter a su casa.
	19/19	¿Ya estás en tu casa, okay?
	19/13	Cuando pasamos por el parque.
Possessive de	15/8	. . . se parece a la de mi tía.
	1/8	¿Y el del niño?
PLURALS	20/12	Y ahí compran cosas y luego se van allá al rancho y hacen cositas.
	19/13	. . . y se ponen todos los patos y nomás ve los patos . . .
VERB FORMS		
Simple Present	17/11	Ahí puede poner cuatro camas.
	21/1	Y van a Tijuana otra vez . . .
	19/11	Tiene la llave de esta casa pa' que la cierren y la abren.
Preterite		
regular	1/2	Le agarró una toallita . . .
irregular	20/2	Porque era rancho.
	14/14	El niño le dijo que parara.
	14/14	El niño le dio el dinero y luego el señor ya le dio la paleta.
Imperfect	14/14	El iba a comprar una paleta.
	22/13	Comían ellos . . .
Reflexives	19/19	Ya se puede meter a su casa.
	20/12	Y luego se van allá al rancho y hacen cositas . . .
SER/ESTAR		
Ser	20/2	Porque era rancho.
	18/18	Es Tijuana.
	18/16	No es ahí.
Estar	19/13	Y está grande.
	19/19	Ya estás en tu casa.

Construction	Page/turn	Example
COMPLEX VERBS		
Subjunctive	14/14	El niño le dijo que parara.
	19/11	Tiene la llave de esta casa pa' que la cierren y la abren.+
Progressive	1/2	Le agarró una toallita y luego le está limpiando la sangre.
Modals	17/11	Ahí puede poner cuatro camas.
	18/18	Allí puede poner la ropa de su familia.
NEGATION	23/9	Este no lo dije.
	23/5	Este no.
	20/6	No había tiendas.
QUESTION FORMATION		
Interrogatives	15/23	¿Cómo?
	16/15	¿Qué?
Intonation	15/18	¿Verdad?
	15/6	¿Eh?
COMPLEX SYNTAX	14/14	El niño le dijo que parara.
	14/14	El niño le dio el dinero y luego el señor ya le dio la paleta.
	16/11	Pero tiene otra cama que se baja.
	20/12	Y ahí compran cosas y luego se van allá al rancho y hacen cositas y luego se ponen a vender.

3.2.2 ER, Age 6.11, Grade 1, LAC-Urban

Summary of ER's English. ER, at 6.11 years of age, is still struggling with English and has much to learn in terms of basic grammar. He uses definite and indefinite articles, but here he only demonstrates the invariate forms the and a; the latter is incorrectly used with a mass noun (A cheese+) where another word would have been appropriate (i.e., some cheese). He can use simple adjectives (big, green and white) and tries to modify another color adjective (. . . a little bit green). He has problems with prepositions, notably to (. . . take the sheep to a walk+). He shows knowledge of Wh- words as interrogatives (Why are they . . .?), and as relative clause subordinators (They're taking Ø where the cow lives). He produces regular plurals, but still has problems with irregular forms (Baby sheeps+). He produces the copular forms is, are and be, and present tense and past tense forms. As for more complex verbal forms, he can use the progressive tense correctly and uses semi-modals, primarily gonna to indicate future tense. He has the contracted negative form with the auxiliary, for example, don't in negative utterances, but he has problems with negation in embedded sentences (They're thinking the cow don't be dead+). He also has a problem with subject-auxiliary inversion and omits the auxiliary do in one of his questions (Why the boy cut his hair?+). He deals with complexity of expression with purpose clauses and sentence embedding, but his knowledge of grammatical rules is not adequate for expressing his needs (He's seeing working his father+). It appears that ER is on his way to learning

English, but he still needs to acquire fluency along with some of the basics.

Summary of ER's Spanish. Based on the data from this session, ER appears to do much better in Spanish than he does in English. He uses definite, indefinite, and demonstrative articles without a problem, and he commands a wide range of pronouns--subject, possessive, object, indirect object, indefinite, and demonstrative. He correctly places descriptive adjectives post-nominally, (paleta fría), and quantifiers pre-nominally (son dos dólares). He produces a variety of prepositions, but seems to have problems with some of them (e.g., Porque no se pueden ir a un carro en la agua+). He has control over the rules for pluralization, and appears to handle a number of verb tenses easily--simple present, regular and irregular preterites, and the imperfect past tense. He demonstrates facility with reflexive verbs (e.g., Se fueron corriendo pa' abajo y se le cayó la paleta y se rompió). He knows the forms and semantic functions of ser and estar, and commands a number of complex verbal constructions--the subjunctive, periphrastic future, progressive, and modals. He demonstrates knowledge and correct use of negative forms (no, nunca), and creates questions with the appropriate interrogatives (dónde, qué, por qué) and subject-auxiliary inversion (e.g., ¿Qué es esto?). He expresses complex ideas in Spanish by the use of conjoining sentences, embedded sentences, and cause-effect clauses (e.g., . . . porque si no termina su tarea, y pa mañana), but is not always entirely successful. ER can be said to be a fair user of Spanish, having learned most of the basics

but not having them completely under control. Even so, his Spanish language competence seems better than his English language abilities in this sample. However, his mean BINL scores would place him at the same proficiency level for both languages, Functional English Speaking and Functional Spanish Speaking (pp. 78 & 79).

ER, Age 6.11, Grade 1, LAC-Urban

Construction	Page/turn	Example
ARTICLES		
Definite	17/17	They're taking where the cow lives.+
	9/10	The boy and the cows--
Indefinite	8/10	A cheese.+
	17/5	A big house.
PRONOUNS		
Subject	9/3	Why are they looking to each other?+
	9/20	It's gonna fell down.+
Possessive	4/11	He's seeing working his father.
	4/9	Why Ø the boy cut his hair?+
Object	10/2	And the boy is gonna give it--
	17/11	And give her milk.
ADJECTIVES		
Simple	16/9	The cows are big.
	16/17	And his hat is green and white.
	16/17	His hat is green, a little bit green.
PREPOSITIONS	9/4	And the boy is gonna take the sheep to a walk.+
	16/3	And they go to the store to give in the milk.+
	9/20	It's gonna fell down.+
WH-WORDS	9/3	Why are they looking to each other?+
	17/17	They're taking where the cow lives.+
PLURALS		
Regular	16/9	The cows are big.
Irregular	10/10	Baby sheeps.+

Construction	Page/turn	Example
VERB FORMS		
Copula	17/9	They're thinking the cow don't be dead.+
	9/12	And the sheep is the mother.
	16/9	The cows are big.
Present Tense	2/3	Because they want to play.
have/got	4/7	I have a question.
	11/20	I got a question.
do (ellipsis)	9/1	I do.
Past Tense	4/9	Why Ø the boy cut his hair?+
COMPLEX VERBS		
Progressive	4/11	He's seeing working his father.+
	12/22	I think they're going to the trip.+
	9/3	Why are they looking to each other?+
Semi-modals	9/16	They're gonna run.
	9/12	And they're gonna play.
	9/14	And the boy is gonna take the sheep . . .
	10/2	He is gonna gave food to the sheep.+
	9/20	It's gonna fell down.+
	2/3	Because they want to play.
NEGATION		
Do support	17/9	They're thinking the cow don't be dead.+
	17/23	I don't know.
QUESTION FORMATION	17/9	Why Ø the boy cut his hair?+
Aux. inversion	9/3	Why are they looking to each other?
COMPLEX SYNTAX	2/3	Because they want to play.
	16/3	And they go to the store to give in the milk.+
	12/22	I think they're going to the trip.+
	4/11	He's seeing working his father.+

ER, Age 6.11, Grade 1, LAC-Urban

Construction	Page/turn	Example
ARTICLES		
Definite	5/9	Porque no se pueden ir a un carro en la agua.+
	15/9	Yo me voy a bañar el sábado.
	11/17	Se subió al bus, y--
Indefinite	1/24	Sabía que era un niño menos era un japonés.+
	5/19	Porque se hunden en un carro.
Demonstrative	3/14	A este lado.
PRONOUN		
Subject	15/9	Yo me voy a bañar el sábado.
	15/18	Y ella no se puedía venir caminando.+
	12/10	Ella no le quiere levantar.
Possessive	1/13	¿Ese es el tuyo, Pilo?
	14/25	. . . porque si no termina su, su tarea, y pa' mañana.
	15/20	¿Dónde es tu casa?+
Object	2/23	¿Te lo doy, o--?
	17/13	. . . y otra pa' él.
	12/6	Y ni la ayudó.
	13/9	Yo creo no la quiere.
Indirect Object	2/23	¿Te lo doy, o--?
	17/23	Porque un diente se le iba a caer.
	12/8	Y la niña no le quiere ayudar a ella.
	18/14	Que ya no les iba a comprar.
Indefinite	17/13	Dos nieves pa'--Un' pa' su hermano y otra pa' él.
Demonstrative	1/15	O, yo quería éste.
	1/13	¿Y ésos, Andy?
	2/13	¿Ese es el tuyo, Pilo?
	3/22	Como ésas.
	4/19	Andy, todo esto.

Construction	Page/turn	Example
ADJECTIVES	17/15	Porque comió paleta fría.
	11/9	Y las otras niñas--todas las niñas no le ayudaron, nomás una.
	17/19	Porque le mordió un grande pedazo.+
	19/5	Son dos dólares.
PREPOSITIONS	3/10	Iban al otro lado aquí con un barco.+
	3/12	Y por eso se van a un barco.+
	5/9	Porque no se pueden ir a un carro en la agua.+
	16/17	Yo creo con su novio.+
PLURALS	11/9	Y las otras niñas--Todas las niñas no le ayudaron, nomás una.
	12/14	Camisas. También chaquetas.
	17/5	Y le dió dos paletas.
VERB FORMS		
Simple Present	2/19	Andy, ¿lo quieres?
	4/15	Sí, sirve. Sí pega.
	17/23	Que quieren una pale--otra paleta.
Preterite		
regular	2/19	Ya agarré ocho.
	11/9	Y una niña la ayudó a levantar.+
	11/13	Se golpeó su--Se rompió aquí. Se cortó.
irregular	17/3	Un niño vino a comprar una nieve.
	21/10	Ya se te dije que aquí es.+
Imperfect	1/15	Yo quería éste.
	12/2	Y le dueĺía (dolía) la, la pierna.+
Reflexive	3/8	La señora y la niña se mojan.
	11/9	Y todas se subieron al bus.
	11/13	Se golpió su--Se rompió aquí. Se cortó.
	15/9	Yo me voy a bañar el sábado.
	15/18	Se fueron corriendo pa' abajo y se le cayó la paleta y se rompió.

Spanish/ER

Construction	Page/turn	Example
SER/ESTAR		
Ser	2/13	¿Ese es tuyo, Pilo?
	4/17	¿Qué es esto?
	15/20	¿Y dónde es tu casa?+ ¿Aquí?
Estar	4/13	Yo lo hice y está poquito gordo.
	6/18	Porque está oscuro.
	8/7	¿Y por qué están en la sala?
	15/20	¿Está cerquitas?
COMPLEX VERBS		
Subjunctive	18/2	Que se le caiga el diente y ya puedan comer.
	20/6	¿Por qué dijo su mamá que vayan caminando?+
Periphrastic Future	5/25	Lo va a romper.
	3/18	Y van comprar unas cosas.+
Progressive	11/7	Estaban corriendo.
	12/4	Y el niño, este, le--nomás la estaba viendo.
	11/5	Y . . . y después la niña se fue corriendo y se cayó.
	15/18	¿Y ella no se podía venir caminando?
Modals	5/9	Porque no se pueden ir a un carro en la agua.+
	18/8	Porque su mamá ya no les quería comprar otra.
	3/6	No podían ir en la agua, porque después se mojan.+
	3/10	Y no quieren estar mojadas.
NEGATION	11/9	Y, y las otras niñas--Todas las niñas no le ayudaron, nomás una.
	13/9	Ya no se. Yo creo no la quieren.
	15/18	¿Y ella no se podía venir caminando?
	17/25	Nunca se le caiga. Y pa' ya no.+
QUESTION FORMATION		
Interrogatives	15/20	¿Dónde es tu casa?+
	4/17	¿Qué es esto?
	15/16	¿Por qué?

Construction	Page/turn	Example
Intonation	5/14	¿Eh?
	15/18	¿Y ella no se puedía venir caminando?+
COMPLEX SYNTAX	14/25	Sí es algo, porque si no termina su tarea, y pa' mañana.
	5/9	Porque no se pueden ir a un carro en la agua.+
	13/9	Yo creo no la quieren.+
	17	Después se la comíeron y le duelía un diente.+
	18/4	Se fueron corriendo pa' abajo y se le cayó la paleta y se rompió.

3.2.3 VS, Age 7.2, Grade 1, SBC-Rural

Summary of VS's English. At the age of 7.2, VS seems to have a fair command of English, although he was not very talkative during this session. He produces definite, indefinite, and demonstrates articles with no apparent problems, and correctly uses an rather than a before words that begin with stressed vowels (. . . an ice cream). He produces pronouns appropriately, although there is evidence of only subject, possessive, and object pronouns in the sample elicited. He produces some adjectives in response to direct questions, and uses a variety of prepositions, although they still pose some problem for him (At the grass+; He's getting out the bus+). He uses an interrogative Wh- word (what) correctly, and shows that he can use pluralization rules as well as the possessive suffix -s (. . . my friend's house). He seems to have no problems with the various verb forms and tenses, producing the copula, present tense, regular and irregular past tense forms correctly. He also demonstrates correct usage of progressives, semi-modals, and modals, as well as the rule for the contraction of the negative not to an auxiliary verb (won't, don't). He can conjoin sentences to relate two ideas, uses sentence embedding, and produces purpose clauses as evidence of his ability to deal with more complex expression in English. VS appears to be an able speaker of English, with a command of most of the basics, although his shyness in this session may have presented too limited a picture of his true abilities.

Summary of VS's Spanish. In Spanish, VS also can be said to have a fair command of the language, although the same reluctance to talk that he exhibited in the English session may have carried over into this one. He can use definite, indefinite and demonstrative articles; he displays knowledge of subject, object, and possessive pronouns, and produces a demonstrative adjective in an apposition to the noun it describes (Y el muchacho ese lo abusa.). He displays several prepositions, including possessive de. He seems to have no problems with the rules for pluralization. In this sample there is evidence of his knowledge of the simple present, the regular preterite, and the imperfect tenses. He also demonstrates knowledge of reflexive verbs, although he omits the perfective auxiliary in one case (¿Por qué no se Ø puesto sus zapatos?+). He demonstrates the correct use of ser and estar. He produces the subjunctive, the periphrastic future, and the progressive verb forms correctly, as well as displaying two forms (no, nada) for use in negative utterances. He produces two interrogative words (qué, dónde), and also uses intonation for expressing an intended question. He did not produce evidence of exceptional syntactic complexity, however. In sum, from this sample it is difficult to say whether his competence in Spanish and English are veiled by his lack of talkativeness, or whether he is truly limited in the use of one or the other.

VS, Age 7.2, Grade 1, SBC-Rural

Construction	Page/turn	Example
ARTICLES		
Definite	2/6	The cows are leaving them kids.+
	3/3	At the grass.+
Indefinite	2/11	To a farm;
	4/16	The girl is eating a banana.
	2/8	You want an ice cream?
	3/10	His mom makes some holes and puts them into them.
Demonstrative	2/10	That one.
	5/11	This one?
PRONOUNS		
Subject	1/5	I think his name is Joe.
	3/8	They eat grass.
	5/5	He wanted to buy an ice cream.
Possessive	1/3	What's his name?
	3/12	His mom makes some holes and puts them into them.
	6/8	I might go to my friend's house.
Object	2/6	The cows are leaving them kids.+
	4/19	Give it to the cows.
ADJECTIVES	3/15	Happy.
	3/17	Sad.
PREPOSITIONS	1/13	What grade he's in?+
	2/11	To a farm.
	3/3	At the grass.+
	3/10	His mom makes some holes and puts them into them.
	5/11	Gonna take the ice cream out.
	11/5	He's getting out the bus.+
Wh- WORDS	1/13	What grade he's in?+
PLURALS	2/6	The cows are leaving them kids.+
	3/10	His mom makes some holes and puts them into them.
	6/12	Cars.

Construction	Page/turn	Example
POSSESIVE 's	6/7	I might go to my friend's house.
VERB FORMS		
Copula	1/5 2/2	I think his name is Joe. 'Cause he's big.
Present Tense	3/8	They eat grass.
3rd sing. -s	3/10	Him mom makes some holes and puts them into them.
Past Tense	5/5	He wanted to buy an ice cream.
regular	10/21	And he brushed his teeth to go to school.
irregular	12/16	The boy fell down.
COMPLEX VERBS		
Progressives	2/6 4/7	The cows are leaving them kids.+ They're going somewhere.
Semi-modals	5/11	Gonna take the ice cream out.
Modals	6/8	I might go to my friend's house.
NEGATION	14/19	So he won't get hurt.
Do support	14/8	Don't push.
QUESTION FORMATION		
Wh- fronting	1/13 1/3	What grade he's in?+ What's his name?
Intonation	2/8 5/11	You want an ice cream? This one?
COMPLEX SYNTAX	1/5 10/21 3/10	I think his name is Joe. And he brushed his teeth to go to school. His mom makes some holes and puts them into them.

VS, Age 7.2, Grade 1, SBC-Rural

Construction	Page/turn	Example
ARTICLES		
Definite	10/17	Y el muchacho ése lo abusa.
	10/23	A la escuela.
	16/19	Del niño.
Indefinite	15/14	Un niño.
	1/14	Unos seis.
Demonstrative	10/13	Este niño está cantando.
PRONOUNS		
Subject	1/20	Yo no sé.
	4/12	Y ellos van tirando la leche.
Object	10/17	Y el muchacho ése lo abusa.
	5/15	Estaba hablando con él.
Possessive	17/13	Su papá.
	1/2	Porque no se puesto sus zapatos.+
ADJECTIVES	10/17	Y el muchacho ése lo abusa.
PREPOSITIONS	10/21	En el bus.
	10/23	A la escuela.
	5/15	Está hablando con él.
Possessive de	16/19	Del niño.
PLURALS	3/4	¿Dónde viven los patos?
	1/2	Porque no se puesto sus zapatos.+
	6/15	Porque ensuciaron los sillones.
VERB FORMS		
Simple Present	10/17	Y el muchacho ése lo abusa.
	3/4	¿Dónde viven los patos?
Preterite		
regular	6/1	Tiró la leche.
	6/15	Porque ensuciaron los sillones.

Construction	Page/turn	Example
Imperfect	5/1	Estaba tirando cosas.
Reflexive	5/9	Riéndose.
	1/2	Porque no se puesto sus zapatos.+
SER/ESTAR		
Ser	9/10	¿Qué es su nombre?
Estar	17/7	Está haciendo calor.
COMPLEX VERBS		
Subjunctive	6/11	Que ya no hagan eso.
Periphrastic Future	6/13	Se van a enojar.
Progressive	10/13	Este niño está cantando.
	15/8	La vaca está comiendo.
	4/12	Y ellos van tirando la leche.
NEGATION	1/2	Porque no se puesto sus zapatos.+
	12/4	Nada.
	6/11	Que ya no hagan eso.
QUESTION FORMATION		
Interrogatives	9/10	¿Qué es su nombre?+
	3/4	¿Dónde viven los patos?
Intonation	11/4	¿Eh?

3.2.4 JT, Age 7.2, Grade 1, OC-Suburban

Summary of JT's English. At the age of 7.2, JT shows that he is well on his way to English language learning, and has mastered many grammatical rules already. He correctly produces forms for definite, indefinite, and demonstrative articles. He also seems to command a range of pronouns--subject, possessive, object, indefinite, and demonstrative. Pre-nominal adjective placement (All different ones), and superlative suffixation (Biggest to smallest) are competently demonstrated. He also produces a range of prepositions, and correctly uses Wh- words in questions (How did the girl fall down?). He appears to know the regular rules for pluralization, although he may apply them wrongly to irregular forms (two mens+). He shows command of a number of verb forms and tenses, including the past and present tense copula, present and past tense inflections on regular verbs, and many of the irregular past tense forms for other verbs. In the more complex verbal constructions, he produces progressives, semi-modals, and modals without error, and even attempts a perfective participle, although he omits the auxiliary (. . . 'cause he done two+). He correctly produces sentences with do support in negation (I don't know where they were), and in questions (How did the girl fall down?), the latter of which also exhibits subject-auxiliary inverstion for the correct question syntax. He demonstrates that he can embed questions correctly, join sentences with and, and introduce subordinate clauses with because. In this sample JT exhibits a good, although not perfect, command of English.

Summary of JT's Spanish. JT appears to have a good command of Spanish, as well. He produces definite and indefinite articles, displaying correct use of gender and number agreement. He displays a wide range of pronominal forms--subject, possessive, object, indirect object, and demonstrative--and knowledge of both predicate adjectives (. . . estaba gorda) and pre-nominal adjective placement for quantifiers (. . . muchos libros). He exhibits a variety of prepositions, including possessive de, and correct application of the rules for pluralization. His command of verbs is also in evidence, as he produces the simple present, the regular preterite, and the imperfect past tense. His usage of reflexive verbs show no errors (. . . y una niña se iba a poner sus . . .), and he displays correct usage for estar (Por eso estaba gorda), although no comparable evidence was produced for ser in this session. He uses the progressive tense, negation, but no interrogative words in this session. He shows that he can produce complexities in syntax by his use of coordination of sentences and temporal clauses (Y luego cuando venimos de la escuela, nos ponemos a . . .). Because JT did not appear to be extremely talkative in this session, no conclusions can properly be made as to the range of his abilities in Spanish, although there is evidence that he is a competent speaker of his native language. JT's BINL placement levels on the basis of his mean scores in each language would be Limited English Speaking and Proficient Spanish Speaking. In English JT exhibits only a few grammatical problems; the assessment of Superior Spanish is based on little data.

JT, Age 7.2, Grade 1, OC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	6/8	How did the girl fall down?
Indefinite	2/1	Once upon a time there was a donkey and two men.
Demonstrative	16/5	That one.
	12/6	Oh, he's gonna put it right here because this one is . . .
	20/16	You moved these three.
PRONOUNS		
Subject	2/3	They lived in a house . . .
	2/9	I don't know where they were.
	4/22	Well, he helps them.
	6/12	She was walking up?
	8/24	You know one day, . . .
Possessive	10/11	Her friend helped her.
	14/1	In their garage.
	15/14	Then he was singing with his . . .
	10/22	No, that's mine.
Object	4/22	Well, he helps them.
	10/4	Her friend helped her.
	12/6	Oh, he's gonna put it right here because this one is . . .
	15/6	Me first.
Indefinite	12/6	. . . because this one is . . .
	16/4	All different ones.
Demonstrative	7/11	That's Foothill School.
ADJECTIVES		
Simple	20/20	I have one yellow one.
	16/4	All different ones.
Superlative	19/24	Biggest to smallest.

Construction	Page/turn	Example
PREPOSITIONS	2/3	They lived in a house . . .
	2/3	Once upon a time there was a donkey and two mens.+
	6/24	To the bus.
	8/18	Not on the sidewalk.
	12/16	And then she threw it at her dress.
WH- WORDS	6/8	How did the girl fall down?
	2/9	I don't know where they were.
PLURALS		
Regular	16/4	Because some snakes . . . All different ones.
Irregular	2/3	Once upon a time there was a donkey and two mens.+
	2/1	. . . a donkey and two men.
VERB FORMS		
Copula	7/11	That's Foothill School.
	2/1	Once upon a time there was a donkey and two men.
	2/9	I don't know where they were.
Present Tense	8/24	You know, one day . . .
3rd pers. -s	4/22	Well, he helps them.
Past Tense		
regular	10/7	They laughed.
	10/19	They walked by her.
irregular	11/11	Went. He went.
	12/16	And then she threw it at her dress.
	14/20	Now I'm gonna do this one 'cause he done two.+
	16/5	You said.
COMPLEX VERBS		
Progressives	6/12	She was walking up?
	15/14	Then he was singing with his . . .

Construction	Page/turn	Example
Semi-modals	12/6	Oh, he's gonna put it right here because this one . . .
	14/20	Now I'm gonna do this one, 'cause he done two.+
Modals	2/1	Where he could hit the ball?
Perfective	14/20	Now I'm gonna do this one 'cause he done two.+
NEGATION		
Do support	2/9	I don't know where they were.
QUESTION FORMATION		
Wh- fronting & Do support	6/8	How did the girl fall down?
Intonation	6/12	She was walking up?
COMPLEX SYNTAX	2/1	Once upon a time there was a donkey and two men.
	2/9	I don't know where they were.
	14/20	Now I'm gonna do this one 'cause he done two.+
	12/16	Oh, he's gonna put it right here because this one is . . .

JT, Age 7.2, Grade 1, OC-Suburban

Construction	Page/turn	Example
Noun Phrase		
ARTICLES		
Definite	4/17	Una vez unos niños andaban jugando en <u>la</u> nieve . . .
	4/17	. . . y <u>los</u> otros niños andaban jugando un juego.
	7/15	. . . y <u>el</u> niño la cuidaba mucho.
Indefinite	4/17	<u>Una</u> vez <u>unos</u> niños andaban jugando en la nieve . . .
	4/17	. . . y los <u>otros</u> niños andaban jugando <u>un</u> juego.
	4/17	. . . y <u>una</u> niña se iba a poner sus de éstos y los <u>otros</u> niños . . .
PRONOUNS		
Subject	1/17	Y <u>nosotros</u> tenemos munchos libros . . .
Possessive	4/17	. . . y una niña se iba a poner <u>sus</u> de éstos.
	1/15	. . . y a <u>mi</u> hermano le gusta leer.
Object	7/15	. . . y el niño <u>la</u> cuidaba mucho.
	5/12	Mira, la de ésta de Mauricio se <u>la</u> quitaste.
Indirect Object	25/14	A <u>mí me</u> gusta colorear.
	5/12	Mira, la de ésta de Mauricio <u>se</u> la quitaste.
	7/15	<u>Le</u> daba de comer . . .
Demonstrative	4/17	. . . y una niña se iba a poner sus de <u>éstos</u> y los otros niños . . .
	4/17	. . . no tiene el otro el de <u>éste</u>.
ADJECTIVES	7/15	Y luego la vaca comía mucho. Por eso estaba <u>gorda</u>.
	1/17	Y nosotros tenemos <u>muchos</u> libros . . .

Construction	Page/turn	Example
PREPOSITIONS	4/17	Una vez unos niños andaban jugando en la nieve . . .
	7/15	Y luego cuando creció, ya no jugaba con ella.
	1/17	. . . y también vamos a la escuela.
	1/17	Y luego cuando venimos de la escuela . . .
Possessive de	5/12	Mira, la de esta de Mauricio se la quitáste.
PLURALS	1/17	Y nosotros tenemos muchos libros . . .
	4/17	. . . y los otros niños andaban jugando un juego.
VERB FORMS		
Simple Present	1/17	. . . y también vamos a la escuela.
	1/17	Y nosotros tenemos muchos libros.
Preterite		
regular	7/15	Y luego cuando creció, ya no jugaba con ella.
	5/12	. . . se la quitaste.
Imperfect	5/1	Andaban jugando en la nieve, o no había árboles--
	4/17	Y luego uno andaba hablan--
	7/15	Y luego la vaca comía mucho . . .
	7/15	Le daba de comer . . .
	7/15	Y luego cuando creció, ya no jugaba con ella.
Reflexive	4/17	. . . y una niña se iba a poner sus de éstos . . .
	1/17	Y luego cuando venimos de la escuela, nos ponemos a leer libros y a hacer tarea.
SER/ESTAR		
Estar	7/15	Y luego la vaca comía mucho. Por eso estaba gorda . . .

Spanish/JT

Construction	Page/turn	Example
COMPLEX VERBS		
Progressive	4/17	Una vez unos niños andaban jugando en la nieve . . .
NEGATION	4/17	. . . ya no jugaba con ella.
	4/17	No tiene el otro de éste.
QUESTION FORMATION		
Intonation	7/3	¿Me lo quito?
COMPLEX SYNTAX	4/17	Una vez unos niños andaban jugando en la nieve y una niña se iba a poner sus de éstos y los otros niños andaban jugando un juego.
	7/15	Y luego la vaca comía mucho. Por eso estaba gorda y el niño la cuidaba mucho.
	7/15	Y luego cuando creció ya no jugaba con ella.
	1/17	Y luego cuando venimos de la escuela, nos ponemos a leer libros y a hacer tarea.

3.2.5 VM, Age 7.5, Grade 1, LAC-Suburban

Summary of VM's English. Although VM, at the age of 7.5, has a few problems with the English language, she can be said to be a fairly competent speaker. She displays definite, indefinite, and demonstrative articles and the appropriate rules that make them agree in number with the following noun (these two). She demonstrates a wide variety of pronouns in a full complement of uses--subject, possessive, object, demonstrative, and indefinite. Adjective placement is pre-nominal (. . . a little bathroom), although the differences in use between much and many must still be worked out (How much ducks are they?+). She uses a number of prepositions and Wh- words, the latter especially as interrogatives, and is comfortable with the rules for regular pluralization, although the irregular plurals still need some work (What color are their feets?+). She displays familiarity with and mastery of the various forms of the copula (is, am, was, etc.), and knows the present tense agreement rules. One problem is that she treats past tense got as a present tense and uses the third person -s marker with it (She gots it+). She also has some errors in irregular past tense forms (She thinks it bite her+). More complex verbal constructions do not seem to be a problem, as she correctly produces a number of utterances using the present progressive, modals, and semi-modals. She exhibits negative forms with no and don't, and shows evidence of the uninflected don't in nonstandard usage, such as with third person subjects (. . . she don't want . . .), and with got as a main verb (I don't got no more questions+). However, these should not

be viewed as errors but as oral language modeling according to prevalent local peer usage. She demonstrates correct question formation rules by her use of subject-auxiliary inversion and the fronting of Wh- words (interrogatives). He complex syntactic expressions include coordination of sentences, embedded infinitive phrases, for...to complementation, and if clauses ('Cause Toni don't know if she's gonna let you guys). From this sample, it appears that VM's command of English is very fluent, although there are some nonstandard features in her speech.

Summary of VM's Spanish. In Spanish, VM is not as varied nor fluent in her production as in English. She demonstrates a variety of articles--definite, indefinite, and demonstrative, and has only one minor problem with gender and number agreement (la agua+). She also uses pronouns in a variety of form classes--subject, possessive, indirect object--and knows indefinite as well as demonstrative forms. She demonstrates a command of adjectives and knowledge of adjective placement (poquita blanca; muchas cosas . . .). She produces a variety of prepositions and demonstrates knowledge of pluralization rules (muchas bananas). She has a command of common verb tenses--simple present, regular and irregular preterite--although not many were elicited in this sample. She shows that she is aware of reflexives (Se están sentando) although she does not always apply that construction only to the right verbs (Y se van a estar gordos). The example just cited also reflects incomplete semantic generalization for estar, which in Spanish has fewer domains than in English be has. English influence

may be the explanation for the previous example as well as for the incorrect use of estar 'to be' for hay 'there is' in: Y está hielo . . .+). She also shows command of more complex verbal constructions in the periphrastic future and present progressive, and of negation with the forms no and sin 'without'. She demonstrates knowledge of question formation by her use of the interrogatives qué and cómo, although she omits the de in asking '¿Qué color . . .?' instead of '¿De que color?' as should be done in Spanish. In terms of complex syntax, she demonstrates subordination, coordination, and temporal clauses, but not to the degree that might be expected from a seven year-old, monolingual Spanish speaker. In sum, her Spanish which is fair, does not seem to be as developed as her English.

VM, Age 7.5, Grade 1, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	9/15	Where are the fruits at?+
	13/1	He's waiting for them to cross the street.
Indefinite	1/16	Pick a card, Toni.
	5/15	She's taking a bath.
Demonstrative	2/17	I'll wear that one and she could wear this one.+
	13/22	This girl or that one?
	26/17	There are only these two.
PRONOUNS		
Subject	2/13	She gots it.+
	2/17	I'll wear that one . . .
	3/10	Are you picking for Toni?
	7/16	It looks like if she's taking a bath . . .+
	8/2	What are they doing?
Possessive	3/8	Pick mine.
	18/1	Yours are right there.
	5/17	She's washing her body.
	18/1	Those are my cards.
	20/18	He's brushing his teeth.
	23/21	What color are their teeth?
Object	2/13	She gots it.+
	11/1	Don't play with them yet.
	14/10	Toni, let me do one.
	16/22	She thinks that the dog bite her on the back.+
Demonstrative	3/15	I can talk about these.
	3/21	Is this in English?
	4/2	I have to move it like that.
	18/1	Those are my cards.
Indefinite	2/17	I'll wear that one and she could wear this one.

Construction	Page/turn	Example
ADJECTIVES	7/13	She gots brown hair.+
	7/21	This is easy one.
	7/18	On a little bathroom.+
	24/11	And how much ducks are they?+
PREPOSITIONS	3/2	Take it for Toni.
	3/21	Is this in English?
	5/6	Look down there.
	7/16	It looks like if she's taking a bath on a little one.+
	9/15	Where are the fruits at?
	11/1	Don't play with them yet.
WH- WORDS	9/15	Where are the fruits at?
	25/3	How much twins are there?+
	8/2	What are they doing?
	18/18	And what color is her pants?+
PLURALS		
Regular	9/15	Where are the fruits at?
	18/18	And what color is her pants?+
	21/14	His shoes is brown.+
Irregular	21/12	He's thinking that his teeth are going to get clean.
	23/21	What color are their feets?+
VERB FORMS		
Copula	6/5	Because she was dirty.
	7/21	This is easy one.+
	10/5	I'm next.
	26/17	There are only these two.
	19/21	Or it can be a bike.
Present Tense	25/16	Let me see if I know.
3rd pers. -s	19/14	That looks like her sister.
	16/22	She thinks that the dog bite her on the back.+
have/got	2/13	She gots it.+
	7/13	She gots brown hair.+
	21/24	I got lots of questions for you.

Construction	Page/turn	Example
irregular	25/16	Only if I saw the box.
	17/4	She thinks it bite her.+
COMPOUND VERBS		
Progressive	3/10	Are you picking for Toni?
	5/15	She's taking a bath.
	5/17	She's washing her body.
	6/3	She's getting clean.
	6/7	She was washing her nose.
Semi-modals	24/17	'Cause Toni don't know if she's gonna let you guys.
	21/12	He's thinking that his teeth are going to get clean.
	24/15	You don't have to say lots of them.
	4/2	I have to move it like that.
Modals	2/17	I'll wear that one and she could wear this . . .
	3/5	I can talk about these.
	19/21	Or it can be a bike.
	4/20	I'll start.
NEGATION		
Do support	6/9	'Cause she don't want to be dirty.+
	11/1	Don't play with them yet.
	20/15	I don't got no, no more questions.+
	24/15	You don't have to say lots of them.
QUESTION FORMATION		
Wh-fronting & Aux inversion	23/21	What color are their feets?+
	8/2	What are they doing?
	3/21	Is this English?
	24/11	And how much ducks are they?+
COMPLEX SYNTAX	2/17	I'll wear that one and she could wear this one.
	13/1	He's waiting for them to cross the street.
	25/16	Let me see if I know.
	17/4	She thinks it bite her.+
	6/9	'Cause she don't want to be dirty.+
	24/17	'Cause Toni don't know if she's gonna let you guys.+
	7/16	It looks like if she's taking a bath . . .

VM, Age 7.5, Grade 1, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	5/1	El niño va a comer muchas manzanas y la mujer va a comer muchas bananas.
	9/5	Los niños están en el barco y hay mucho hielo.
	11/2	Am, en la agua.+
	11/4	Del mundo, en el ¿Chinese?
	11/12	Porque los hielos.+
Indefinite	3/20	Y una manzana.
	10/15	Y hay un lazo, y hay palos.
Demonstrative	6/15	Yo quiero ese dibujo.
PRONOUNS		
Subject	3/16	Ella está comiendo.
	10/25	Cuando yo digo muchas cosas, y yo quiero preguntas.+
	17/19	Pero ¿cómo juega uno charas?
Possessive	7/11	¿Qué color es su pelo?
	13/20	¿Qué tiene en su manos?+
Indirect Object	15/23	Ya me preguntaste eso.
Indefinite	17/9	¿Cómo juega uno charas?
Demonstrative	15/23	Ya me preguntaste éso.
	10/8	Mommy, ¿qué son éstos?
ADJECTIVES		
	4/18	Se van a estar gordos.+
	9/8	Y está hielo y la agua está poquita blanca.+
	11/9	Están donde está frío.+
	12/15	Hay muchas cosas en el barco.

Construction	Page/turn	Example
PREPOSITIONS	13/20	¿Qué tiene en su manos?+
	16/7	De banana y de coconut y muchas.+
	17/10	Jugando con tierra.
	16/17	A la casa, a jugar.
PLURALS	5/2	El niño va a comer muchas manzanas y la mujer va a comer muchas bananas.
	7/7	¿Cuántos retratos tiene su cámara?
VERB FORMS		
Simple Present	3/20	Y hay una plant[illegible], una mesa.
	3/26	Y la niña tiene pantalones.
	6/15	Yo quiero ese dibujo.
	10/25	Cuando yo digo muchas cosas, y yo quiero preguntas.+
Preterite		
regular	15/23	Ya me preguntaste eso.
irregular	5/13	Yo dije.
Reflexives	3/24	Se están sentando.
	4/18	Y se van a estar gordos.+
SER/ESTAR		
Ser	7/11	¿Qué color es su pelo?+
	10/8	Mommy ¿qué son éstos?
	8/18	No. Porque no tiene dinero si es domingo.
Estar	9/5	Los niños están en el barco y hay mucho hielo.
	9/8	Y está hielo y la agua está poquita blanca.+
COMPLEX VERBS		
Periphrastic Future	4/16	Que van a comer mucho.
	4/18	Y se van a estar gordos.+
	5/1	Que el niño va a comer muchas manzanas y la mujer va a comer muchas bananas.

Construction	Page/turn	Example
Progressive	3/16	Ella está comiendo.
	7/19	¿Qué está pensando?
	3/24	Se están sentando.
NEGATION	8/18	Porque no tiene dinero si es domingo.+
	3/22	¿Tiene zapatos o sin zapatos?+
QUESTION FORMATION		
Interrogative	7/11	¿Qué color es su pelo?+
	7/19	¿Qué está pensando?
	10/8	¿Qué son éstos?
	13/20	¿Qué tiene en su manos?+
	17/9	¿Cómo juega uno charas?
Intonation	11/4	Del mundo, en el ¿Chinese?
COMPLEX SYNTAX		
	8/18	Porque no tiene dinero si es domingo.
	5/1	El niño va a comer muchas manzanas y la mujer va a comer muchas bananas.
	9/5	Los niños están en el barco y hay mucho hielo.
	10/25	Cuando yo digo muchas cosas, y yo quiero muchas preguntas.+

3.2.6 SR, Age 7.5, Grade 1, LAC-Urban

Summary of SR's English and Spanish. At the age of 7.5, SR has no apparent problems with Spanish language production, although he did not start speaking until the age of 5, according to his mother. Having been in the United States for only a year prior to this session, however, he was not able to perform the task in English, and so Spanish is the only language sampled for SR. He shows command of definite and indefinite articles, including gender and number agreement with the nouns they introduce. He exhibits knowledge of a wide variety of pronouns in several form classes--subject, possessive, direct object, indirect object, and demonstrative. He exhibits knowledge of adjectives in both simple descriptive (. . . el pelo negro) and predicate modifier (la llave es blanco) usages. He even demonstrates command of the productive morpheme -ote which adds the meaning 'large' to the word it is suffixed to (paquetote). He demonstrates a number of prepositions and knowledge of pluralization rules. His command of verb tenses is notable, as he uses the simple present, preterite, regular and irregular, the imperfect and imperative with no apparent problem. He also uses a number of reflexive constructions (En la mañana se va a lavar los dientes), and demonstrates command of ser and estar. His command of complex verbal constructions is no less impressive, demonstrated in the subjunctive, periphrastic future, and progressive. He demonstrates knowledge of negation and negative placement, question formation by the use of interrogatives (cómo, dónde, qué) and intonation. He demonstrates that he can produce complex syntax

adequate for the demands of conversation in purpose clauses (. . . para enjuagar el cepillo) temporal clauses (cuando acabe) and pronominal copying of noun phrases (. . . las manos las tiene . . .). There appears to be a good command of Spanish here; he shows no evidence that language was late in production.

SR, Age 7.5, Grade 1, LAC-Urban

Construction	Page/turn	Example
ARTICLES		
Definite	1/8	Un niño se va a lavar los dientes . . .
	1/8	Y luego abrió la llave para enjuagar el cepillo.
	1/18	Y luego las manos las tiene . . .
	2/2	Y luego la pared es amarilla . . .
	8/8	Voy a ir al baño.
Indefinite	1/8	Un niño se va a lavar los dientes . . .
	5/12	Unos niños no tenían papá.
	8/24	Que nomás es un color.
	9/1	El ya tiene un paquete.
	9/8	¿Cada quien un cuento?
PRONOUNS		
Subject	10/2	Yo también me voy a cansar.
	9/1b	ÉL ya tiene un paquetote.
Possessive	16/23	Es mío.
	5/14	Unos niños los mandó su papá.
Direct Object	2/2	Para que se lavara también los dientes y se la dió.
	2/16	Yo quiero la otra para mí.
	5/14	Unos niños los mandó su papá que fueran a sembrar.
	7/9	¿Ese dónde lo pongo?
Indirect Object	1/8	Un niño se va a lavar los dientes pa' que no se le caigan.
	7/19	Dile de la casa que había víboras.+
	2/2	Para que se lavara también los dientes y se la dió.
Demonstrative	3/11	¿Cómo se llama ésa?
	4/9	Yo voy a hacer ése.
	9/22	Pero yo me pongo esto, ¿verdad?
	8/10	Este nomás son éstas.
	8/14b	Yo quiero ésta.
	8/23	Entonces yo agarro ésta.

Construction	Page/turn	Example
ADJECTIVES		
	1/12	Y luego el cepillo rojo.
	1/12	Y luego, tiene blanco. Luego tiene azúl el niño.
	1/16	Y después tiene el pelo negro.
	2/2	Y luego la llave es blanco.
Intensifier	9/1	El ya tiene un paquetote.
PREPOSITIONS	1/8c	Y luego abrió la llave para enjuagar el cepillo.
	1/14	En la camiseta.
	2/12	Ya cuando acabe de lavarse los dientes se va a comer.+
	2/16	Yo quiero la otra para mí.
	8/8	Voy a ir al baño.
PLURALS	1/8	Un niño se va a lavar los dientes.
	3/7	Para con los chivos.
	5/12	Unos niños no tenían papá.
	8/10	Este, nomás son éstas.
VERB FORMS		
Simple Present	1/12	Y luego tiene blanco.
	2/16	Yo quiero la otra para mí.
	7/13	Hay víboras.
	7/9	¿Ese dónde lo pongo?
	8/23	Entonces yo agarro ésta.
Preterite		
regular	5/14	Unos niños los mandó su papá que fueran a sembrar.
	9/16	¿Ya se paró?
	11/17b	El niño se tentó la cara.
irregular	2/2	Para que se lavara los dientes y se la dio.
	8/11b	Es que me hizo reír.
Imperfect	5/12	Unos niños no tenían papá.
	10/8	Y luego había nubes.
Imperative	12/2	No me digas.

Construction	Page/turn	Example
Reflexive	1/8	Uno niño se va a lavar los dientes para que no se le caigan.
	1/10	Y se está cepillando para que no . . .
	2/2	Para que se lavara los dientes y se la dio.
	2/12	En la mañana se va a lavar los dientes.
	2/12	Ya cuando acabe de lavarse los dientes se va a comer.+
SER/ESTAR		
Ser	1/12	Y luego el cepillo es rojo.
	2/2	Y luego la llave es blanco.
	8/11	Es que me hizo reír.
	8/24	Que nomás es un color.
	8/2	Nomás son éstas.
	16/23	Es mío.
	20/5	Y luego el agua es azúl.
Estar	29/15	Porque compró muchos plátanos estaba contenta.
COMPLEX VERBS		
Subjunctive	1/8	Un niño se va a lavar los dientes para que no se le caigan.
	2/2	Para que se lavara los dientes y se la dió.
	2/12	Ya cuando acabe de lavarse los dientes . . .
	5/14	Unos niños los mandó su papá que fueran a . . .
Periphrastic Future	8/8	Voy a ir al baño.
	4/9	Yo voy a hacer ése.
	10/2	Yo también me voy a cansar.
	1/8a	Un niño se va a lavarse los dientes . . .
Progressive	1/10	Y se está cepillando para que no . . .
	21/6	Un señor está comiendo adentro . . .
	24/13	Están comprando.

Construction	Page/turn	Example
NEGATION	1/8	Un niño se va a lavar los dientes pa' que no se le caigan.
	5/12	Unos niños no tenían papá.
	10/21	¿No las ves?
	12/2	No me digas.
	12/17	Ya no sé más.
	20/26	No lo sé.
QUESTION FORMATION		
Interrogatives	3/11	Que ¿cómo se llama ésa?
	10/21	¿Dónde ve las víboras?
	15/17	¿Qué es?
Intonation	9/8	¿Cada quien un cuento?
	9/16	¿Y se paró?
	11/15	¿Le digo?
COMPLEX SYNTAX		
	1/8c	Y luego abrió la llave para enjuagar el cepillo.
	2/2	Para que se lavara también los dientes y se la dió.
	7/19	Dile de la casa que había víboras.+
	6/14	Los mandó su papá a que sembraran.
	2/12	Ya cuando acabe de lavarse los dientes se va a comer.+
	1/8	Un niño se va a lavar los dientes para que no se le caigan.
	1/18	Y luego las manos las tiene . . .
	5/14	Unos niños los mandó su papá . . .

3.2.7 BF, Age 7.6, Grade 1, LAC-Suburban

Summary of BF's English. At 7.6, BF appears to speak English fluently, although she is still learning some of the basics of the grammar. She produces definite, indefinite, and demonstrative articles without a problem, and shows a wide range of pronouns--subject, possessive, object, and demonstrative, and indefinite. She shows mastery of adjectives, both in her pre-nominal placement (And her big brother?) and the comparative suffix (Mine is longer). She commands a range of various prepositions, although she uses in for on incorrectly in one case (. . . bubbles in her nose). She demonstrates knowledge of Wh- words (what, who, why), which she uses in questions, and also exhibits the correct usage of pluralization rules (e.g., laces; teeth), and of possessive 's (mother's name). She uses verb forms correctly, such as the copula, present tense inflections, and regular past tense forms, except for isolated irregulars such as broke which she incorrectly inflects with -ed (. . . and it broked+). She uses more complex verbal constructions easily, including the progressive, semi-modals, and modals. However, the perfective poses a problem, both in participial form (. . . that he had going in his bike+), and in the agreement of the auxiliary with the subject (No, he haven't finished). She uses contracted not and do support in negative statements (don't, didn't, doesn't) but also has the non-standard rule for double negatives (I don't have no more+). She shows understanding of question formation, including do support and subject-auxiliary inversion, and is able to express complex ideas with the coordinaton of sentences using

and, and or, with because clauses, and embedded sentences beginning with that. In sum, her English language abilities are good, although she is still in the process of acquiring all of the basics.

Summary of BF's Spanish. BF's Spanish is also fluent and demonstrates competence in self-expression, but she is still learning here as well. She appears to have mastered the articles, using definite, indefinite, and demonstrative forms in this session, including the rules for gender and number agreement. She handles a wide range of pronouns--subject, possessive, object, indirect object, demonstrative--and even uses passive se (Y la puerta se abrió). She demonstrates correct post-nominal adjective placement (cabello chino) and can use predicate adjectives correctly, although in one case she borrows a hair-color term from English (Y la niña blond). She handles prepositions without problem, including possessive de, and uses the correct rules for pluralization. She can handle a number of verb forms, here demonstrated by the simple present, the regular and irregular preterites, the imperfect past, and reflexive verbs. She shows knowledge of formal and semantic differences between ser and estar, and correctly produces the subjunctive, periphrastic future, and modal verbs. She demonstrates ability to handle negation (no) and question formaton with interrogatives (¿Qué no les puedo decir?) and intonation (¿Fin?). She expresses more complex relationships with the coordination of sentences, subordination using que, and purpose clauses using para que, but runs into trouble in not being explicit enough

about the relationships (Tenían botas y nomás tenía un pie). In sum, BF's Spanish language ability seems to be fair to good for her age, and appears to be equal to her English language ability.

BF, Age 7.6, Grade 1, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	12/16	What's the boy's name?
	14/4	Who bought him the clothes and the flauta?
Indefinite	2/11	He's buying a ice cream here.+
	3/18	He's taking a bath.
Demonstrative	3/5	I didn't wanted that one.+
PRONOUNS		
Subject	1/7	I don't know.
	2/1	You put this in your ear, huh?
	2/16	He almost fall down.+
	6/5	Why did she pick the flowers?
Possessive	2/1	You put this in your ear, huh?
	5/9	What's his mother's name?
	7/7	And her big brother?
	11/8	Are you coming to our house again?
	17/21	I was just tying my shoelaces.
Object	6/10	His daddy is gonna spank him 'cause . . .
	2/3	She pulled it off Sylvia and it broked.+
	14/4	Who bought him the clothes and the flauta?
Demonstrative	2/7	Just get this and then the thing in there.+
	7/22	Is this a boy or a girl?
Indefinite	3/3	Don't read the same one.
ADJECTIVES		
Simple	22/7	His little pretty sister.
	22/2	His little bad girl.
	7/7	And her big brother?
	22/1	She's nice because she's cleaning his cut.
Comparative	11/2	Mine is longer.

Construction	Page/turn	Example
PREPOSITIONS	2/1	You put this in your ear, huh?
	2/3	She pulled it off Sylvia and this broked . . .+
	2/16	He almost fall down.+
	2/18	From the bus.
	2/14	He's putting it on here, huh?
	8/14	And then she puts some bubbles in her nose.+
WH- WORDS	12/16	What's the boy's name?
	14/4	Who bought him the clothes and the flauta?
	6/5	Why did she pick the flowers?
PLURALS		
Regular	18/8	And his shoes and his socks and his calzoncillos.
	17/21	I was just tying my shoe laces.
Irregular	14/23	He's brushing his teeth.
POSSESSIVE		
's	6/20	Are you going to Veronica's house?
	7/19	The same like Noel's?+
	5/9	What's his mother's name?
	12/6	What is the boy's name?
VERB FORMS		
Copula	1/1	I'm seven and he's eight.
	4/5	I'm ready.
	7/22	Is this a boy or a girl?
	8/24	She was all muddy.
	11/2	Mine is longer.
Present Tense	3/24	I want this one.
	2/7	Just get this . . .
3rd pers. -s	8/12	And then she puts bubbles in her tub.
have/got	9/23	You got tapes on yours, Noel.
	13/12	Why doesn't he have no socks?+

Construction	Page/turn	Example
Past Tense		
regular	17/3	Because the baby pulled his hair.
	14/16	Her mother died.
irregular	21/14	He fell down the cement.
	21/15	He had a blister.
	14/4	Who bought him the clothes?
	2/3	. . . and it broked.+
COMPOUND VERBS		
Progressive	9/3	She was playing in the dirt . . .
	14/23	He's brushing his teeth . . .
	16/2	This boy is brushing his teeth . . .
	17/15	I was just tying my shoe laces.
Semi-modals	16/10	His daddy is gonna spank him 'cause he hit her little baby sister.
	16/14	The father's gonna call the police and the police is gonna find him.+
Modals	2/24	You could see it.
Perfective	18/4	But his father didn't know that he had going in his bike.+
	8/3	No, he haven't finished.+
NEGATION	8/3	No, he haven't finished.+
Do support	1/7	I don't know.
	3/5	I didn't wanted that one.+
	10/2	Mine doesn't.
	18/17	I don't have no more.+
QUESTION FORMATION		
Wh- fronting & Do support	14/4	Who bought him the clothes and the flauta?
	13/12	Why doesn't he have no socks?+
	6/5	Why did she pick the flowers?
Aux. inversion	7/22	Is this a boy or a girl?
	11/8	Are you coming to our house again?
Tag Q	2/1	You put this in your ear, huh?

Construction	Page/turn	Example
COMPLEX SYNTAX	7/22	Is this a boy or a girl?
	1/1	I'm seven and he's eight.
	16/10	His daddy is gonna spank him 'cause he hit her little baby sister.+
	18/4	But his father didn't know that he had going in his bike.+

BF, Age 7.6, Grade 1, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	2/1	Este niño tiró su leche en el asiento del bus--camión.
	3/18	El estudio se llama, 'Tirando la leche.'
	9/21	Los niños están comiendo una banana y una manzana.
	13/21	Y luego cayó de las escaleras y se está agarrando.
Indefinite	9/21	Los niños están comiendo una banana y una manzana.
Demonstrative	2/1	Este niño tiró su leche en el asiento del bus--camión.
	2/6	Este niño se está riendo.
PRONOUNS		
Subject	1/2	Yo sí.
	10/17	Ella quiere él; él quiere a ella.+
Possessive	5/12	Este no era mío.
	2/1	Este niño tiró su leche . . .
	4/4	Le dijo a su novia que tiró su leche . . .
Object	2/14	No dejan a Alma hacerlo.
	4/1	Lo van a regañar.
	15/8	Los van a llevar a jail.
Indirect Object	4/4	Le dijo a su novia que tiró su leche en el camión y la niña le dijo al que está manejando.
	14/10	Y más le gustó cayerse . . .+
	9/15	A mí me gustan las bananas.
Demonstrative	5/12	Este no era mío.
	11/1	Y eso es: The End.
	8/18	Con ésta.
Passive se	14/1	Y la puerta se abrió.

Construction	Page/turn	Example
ADJECTIVES		
	6/9	Es pobre.
	10/1	Y el niño tiene cabello chino.
	10/1	Y la niña blond.
	14/1	Porque era muy travieso.
PREPOSITIONS	2/1	Este niño tirŏ la leche en el asiento del camión.
	8/8	Con ésta.
	10/17	Están adentro de la casa . . .
	10/17	So, se fueron a la casa y se van a besar.
Possessive de	2/1	Este niño tirŏ la leche en el asiento del camión.
	5/12	Era de Noel.
PLURALS	9/15	A mí me gustan las bananas.
	9/21	Los niños están comiendo una banana y una manzana.
VERB FORMS		
Simple Present	2/14	No dejan a Alma hacerlo.
	3/24	Lo tiene en su mano y se está riendo.
	17/4	¿Qué no les puedo decir?
Preterite		
regular	15/11	Lo dejaron ir.
	13/11	El niño se cayŏ del bus.
	2/1	Este niño tirŏ su leche en el asiento.
irregular	4/14	Le dijo a su novia que tirŏ su leche en el camión . . .
	5/2	Porque quiso.
	10/17	Se fueron a la casa y se van a bañar.
Imperfect	14/1	Porque era muy travieso.
	11/19	Estaban en la ventana los niños.
	14/1	Tenían botas y nomás tenía un pie.

Spanish/BF

Construction	Page/turn	Example
Reflexives	2/6	Este niño se está riendo.
	10/17	Se van a besar.
	13/11	El niño se cayó del bus.
	10/17	La historia se llamaba . . .
SER/ESTAR		
Ser	5/12	Este no era mío.
	6/9	Es pobre.
		Y eso es: The End.
Estar	10/1b	Y está negrito y está blanco.+
	10/17a	Están adentro de la casa.
	11/19	Estaban en la ventana las niñas.
COMPLEX VERBS		
Subjunctive	13/13	Y los niños del camión lo están agarrando pa' que no se vaya a caer y lo vayan a machucar.
	3/22	. . . y lo está agarrando pa' que no pase.
Periphrastic Future	4/1	Lo van a regañar.
	4/11	No le van a decir que--
Progressive	2/6	Este niño se está riendo.
	3/20	Y el negro se está riendo.
	3/22	El negrito se está riéndose y lo está agarrando pa' que no pare.+
Modals	17/4	¿Qué no les puedo decir?
NEGATION	2/14	No dejan a Alma hacerlo.
	3/22	. . . y lo está agarrando pa' que no pare.
QUESTION FORMATION		
Interrogatives	17/4	¿Qué no les puedo decir?
Intonation	12/4	¿Fin?

Construction	Page/turn	Example
COMPLEX SYNTAX		
	13/21	Se cayó de las escaleras y se se está agarrando.
	4/4	Le dijo a su novia que tiró su leche en el camión y la niña le dijo al que está manejando.+
	13/13	Y los niños del camión lo están agarrando pa' que no se vaya a caer y lo vayan a machucar.
	3/22	El negrito se está riéndose y lo está agarrando pa' que no pare.

3.3 Older Children
Ages 8.7-9.8

3.3.1 JH, Age 8.7, Grade 1, SBC-Rural

Summary of JH's English. At the age of 8.7, JH appears to be well on the way to English language fluency, although there are still some aspects that are not completely under control. He demonstrates correct production of articles--definite, indefinite, and demonstrative. He also produces a number of pronouns--subject, possessive, object, and demonstrative--correctly. He shows correct pre-nominal placement of descriptive adjectives (This white thing . . .), and can also use them as predicate adjectives (. . . 'cause the sun is too hot). While he appears to use a number of prepositions, they are stometimes used awkwardly in places where other constructions might better serve the intended meaning (They're going in the boat, but in the water of the mountains+). He handles interrogatives without a problem, however, and produces a number of Wh- words in questions with appropriate do support and subject-auxiliary inversion (What do you think?). He appears to know the rules for regular pluralization, although here he demonstrates confusion with an agreement rule for a mass plural noun (The people is . . .+). He does well with verb forms and verb tenses, using the copula, present tense, and regular and irregular past tense forms correctly, although he incorrectly inflects got with the present tense, third person singular -s (The boy gots a cut), not uncommon in children's English. He uses more complex verbal forms correctly, demonstrating progressives, semi-modals, and modals in sentences. He uses the appropriate forms for negation (don't, no, never). JH's main problem with English can be illustrated by his

attempts to convey more complex thoughts such as in the following sentences: I think he stops or he's still going somewhere+; Then when she's all eating she keeps on fighting with her, with her brother+. JH seems to have many of the basics under control, but he needs to work out the means for more complex expression.

Summary of JH's Spanish. JH appears to be more competent in his Spanish language production than in English. He demonstrates knowledge of definite, indefinite, and demonstrative articles, including their gender and number agreement rules. He produces a number of pronouns--subject, possessive, object, indirect object, indefinite, and demonstrative, and he shows command of adjectives, including correct placement and agreement. He shows control of a variety of prepositions, and appears to have no problems with the rules for pluralization. He uses forms such as the simple present, regular and irregular preterite, and the imperfect tenses correctly, although a regional dialectal form is in evidence in his use of -ites rather than standard -iste (Esas ya las hicistes). He shows understanding of reflexive verbs and the semantic and formal differences between ser and estar. With more complex verbal forms, he produces the subjunctive, periphrastic future, and progressive with no difficulty. He demonstrates two negative forms (no, nada), interrogative words (que), and shows evidence of subordination in purpose clauses (pa' que) and

temporal clauses (y después . . .). Although JH is not a very talkative child, and may not have demonstrated the full range of his abilities in this sample, it seems fair to say that he appears to have very few problems with his native language and speaks it competently.

On the basis of our evaluations of his language production in Spanish and English, JH seems a better speaker of his native language, Spanish. However, his placement on the basis of mean BINL scores would be Limited Spanish Speaking and Functional English Speaking, i.e., he is evaluated as being more competent in English. This would appear to be contrary to his demonstrated language abilities as shown in his linguistic profile.

JH, Age 8.7, Grade 1, SBC-Rural

Construction	Page/turn	Example
ARTICLES		
Definite	3/3	The kids are going in a boat.
	13/7	The car.
Indefinite	3/3	The kids are going in a boat.
	13/9	The boy is carrying some books and the girl's carrying some instruments.
Demonstrative	3/7	They're wearing that suit.
	3/7	And, this kid is making . . .
	3/13	This white thing, that's snow.
PRONOUNS		
Subject	3/5	They're going in the boat, but in the water of the mountains
	4/8	It's orange.
	4/14	I think they're sad.
	6/12	No, she's not. She's laughing.
	10/22	What do you think?
	13/17	I think he stops . . .
Possessive	18/2	Scratching her nose.
	4/18	I think they're going to their house--to them house.+
	4/15	My head
	18/17	His sister is cleaning the cut and then he's--she's gonna put a band-aid.+
Object	7/16	'Cause the sun is too hot for them.
	12/12	I never talk to her in English 'cause she doesn't know what I tell her.
	13/4	Smash them.
	20/18	The girl tripped him.
Demonstrative	16/4	Where do I put this?
	13/13	This white thing, that's snow.
ADJECTIVES		
Simple	3/13	This white thing, that's snow.
	7/16	'Cause the sun is too hot for them.
	13/9	The boy is carrying some books and the girl's carrying some instruments.

English/JH

Construction	Page/turn	Example
PREPOSITIONS	3/3	The kids are going in a boat.
	3/5	They're going in the boat, but in the water of the mountains.+
	4/2	Go to the snow and walk in the snow.
	7/16	'Cause the sun is too hot for them
	8/14	They're thinking to put some water to them.+
	8/16	At a farm.
WH- WORDS	10/22	What do you think?
	12/12	I never talk to her in English 'cause she doesn't know what I tell her.
	16/4	Where do I put this?
	17/18	Then when she's all eating she keeps on fighting with--her, with her brother.+
PLURALS		
Regular	8/6	The ducks keeps on running.+
	3/3	The kids are going in a boat.
	7/2	The people is happy because the flowers are big.+
	19/8	Clothes.
Irregular	7/2	The people is happy because the flowers are big.+
VERB FORMS		
Copula	3/13	This white thing, that's snow.
	4/8	It's orange.
	4/14	I think they're sad.
Present Tense	4/2	Go to the snow and walk in the snow.
	12/12	I never talk to her in English 'cause she doesn't know what I tell her.
3rd pers. -s	13/17	I think he stops or he's still going somewhere.+
have/got	18/15	The boy gots a cut . . . on his ankle.+
Past Tense		
regular	17/14	And then when she finished eating she's gonna--+
	20/18	The girl tripped him.

Construction	Page/turn	Example
irregular	12/18	. . . the kids got off of the bus.
COMPOUND VERBS		
Progressives	3/3	The kids are going in the boat.
	3/7	And, this kid is making the water so the boats could go more.
	6/12	She's laughing.
Semi-modals	15/3	. . . they're gonna go in there and see cartoons.
	18/17	. . . She's gonna put a band-aid.+
Modals	3/6	. . . so the boats could go more.
	6/1	They might go and they might . . .
	13/11	That they better stop or the car will smash them.
NEGATION		
Do support	3/15	I don't know.
	12/12	. . . She doesn't know what I tell her.
Other	6/5	No, they're not.
	12/12	I never talk to her in English.
QUESTION FORMATION		
Wh- fronting & Do support	16/4	Where do I put this?
COMPLEX SYNTAX	3/7	And, this kid is making the water so the boats could go more.+
	3/5	They're going in the boat, but in the water of the mountains.+
	13/11	That they better stop or the car will smash them.
	12/12	I never talk to her in English 'cause she doesn't know what I tell her.
	19/19	'Cause she's going to the bathroom to get some paper.
	13/17	I think he stops or he's still going somewhere.+
	17/18	Then when she's all eating she keeps on fighting with her, with her brother.+

JH, Age 8.7, Grade 1, SBC-Rural

Construction	Page/turn	Example
ARTICLES		
Definite	2/19	La muchacha está arriba del toro.
	2/23	Y el toro está comiendo zacate.
	3/8	Del deste lado de los árboles.
	11/10	Las mamases.+
Indefinite	2/21	Está tocando con un pito del . . .
Demonstrative	9/1	Le hace 'brbrbr' nomás una vez y ya acaba.
	11/25	Ya acabó estas dos.
PRONOUNS		
Subject	15/10	Yo ya acabé.
	13/17	También tú.
Possessive	5/19	Ese agarró . . . del tuyo.
	3/15	Con su papá y su mamá.
Object	4/2	Que el toro camina pa' tumbarlo.
	1/4	No, suéltala.
Indirect Object	10/16	Pregúntales.
	11/8	Les van a pegar y después los dos se van a pelear.
	9/8	No le ha preguntado.
Indefinite	11/19	Nomás falta una.
Demonstrative	5/19	Ese agarró . . . del tuyo.
	14/10	Esto.
	14/21	Esta es ropa.+
ADJECTIVES		
	3/4	Frío.
	10/22	Mal traviesos.
	1/8	Que bueno.

Construction	Page/turn	Example
PREPOSITIONS	2/22	Está tocando con pito del . . .
	3/8	Del d'este lado de los árboles.
	8/7	La crema se le echan a los dientes.
	9/10	A comer.
	2/19	La muchacha está arriba del toro.
PLURALS	2/8	Ya son todos.
	11/25	Ya acabó estas dos.
	11/8	. . . después los dos se van a pelear.
VERB FORMS		
Simple Present	3/21	Ahí no hay donde enchufarla.
	4/2	Que el toro camina pa' . . .
	14/21	Esta es ropa.+
	12/23	Hay chinitos.
	8/7	La crema se la echan a los dientes.
	9/1	Le hace 'brbrbr' . . . y ya acaba.
Preterite		
regular	5/19	Ese agarró del tuyo.
	9/24	Ya acabé.
irregular	12/5	Esas ya las hicites.+
	15/24	Fue el perico.
Imperfect	12/3	Tenías ésta.
	15/22	Era el perico.
Reflexive	7/25	El muchacho se está lavando los dientes.
	8/7	La crema se las echan a los dientes.+
	11/8	. . . después los dos se van a pelear.
Imperative	10/16	Pregúntales
SER/ESTAR		
Ser	14/5	No son chiles.
	13/24	Sí, es cierto.
	14/21	Esta es ropa.+
	2/10	Ya son tres.
Estar	2/19	La muchacha está arriba del toro.
	8/13	Que está acostado.

Spanish/JH

Construction	Page/turn	Example
COMPLEX VERBS		
Subjunctive	4/4	Que el toro camina pa' que tumbe el muchacho.+
Periphrastic Future	9/6	Va a decir: sí.
	11/8	Les van a pegar y después los dos se van a pelear.
Progressive	14/2	La gente está comprando fruta.
	2/21	Está tocando con un pito . . . de palo.
	2/23	Y el toro está comiendo zacate.
NEGATION	2/27	No sé.
	3/21	No hay donde enchufarla.
	8/23	Nada.
	14/5	No son chiles.
QUESTION FORMATION		
Interrogatives	14/8	¿Qué es éso?
	11/16	¿Qué querres?+
COMPLEX SYNTAX	4/4	Que el toro camina pa' que tumbe el muchacho.+
	11/8	Les van a pegar y después los dos se van a pelear.

3.3.2 MS, Age 8.8, Grade 3, SBC-Rural

Summary of MS's English. At the age of 8.8, MS can be said to be on her way to competence in English, although she does not appear to have everything mastered yet. She produces definite, indefinite, and demonstrative articles without difficulty, except for what could be a performance error with a rather than an (A boy is eating a apple+), which she later uses correctly (The girl is eating an apple). She produces a number of varied pronouns--subject, possessive, object, and demonstrative--and shows correct pre-nominal adjective placement (. . . happy faces). She uses a variety of prepositions correctly, and displays knowledge of question formation with Wh- words (what) as well as relativization (. . . he'll tell his mother what he told his grandmother). She seems to have no problem with pluralization. She displays her knoweldge of verb forms and tenses in producing the copula, the present, and the regular and irregular past tenses. In more complex verbal tenses, she correctly produces progressives and modals. She correctly produces a negative command, with contracted not and do support (Don't step on this), although she fails to incorporate do support when the main verb is do in one of her questions (What kind of work he did?). She shows a number of devices for the expression of complex ideas, such as embedded commands in indirect discourse, (His dad told him to go fishing), temporal clauses (When he gets home . . .), and relativization of Wh- words in indirect discourse (. . . he'll tell his mother what he told his grandmother and he'll tell her what her grandmother did). The fact that she can handle such

complexity would indicate that she is very competent in expressing herself in English. Her rather limited production of language in this session may have been due to shyness or reserve.

Summary of MS's Spanish. In Spanish, MS appears to know the basic rules of correct production, but her reticence to talk in this session leaves little evidence as to the true degree of her ability. She produces both masculine and feminine definite and indefinite articles, including evidence of plural agreement. She uses subject, possessive, and object pronouns, and a pre-nominal adjective quantifier correctly. She correctly uses a number of prepositions, including possessive de in a question (¿De quién es la vaca?). She shows correct use of pluralization, of the simple present tense, of reflexive verbs, and of ser, although no sentences are produced here with estar. She seems to be able to use several of the more complex verb forms, such as the subjunctive, periphrastic future, progressive, and modal constructions. She demonstrates negation with the use of no, and interrogatives with several interrogative words (cómo, qué, quién), using correct subject-auxiliary inversion (¿Cómo se llama la canción?). She shows some evidence that she can express complex ideas in Spanish by means of sentence conjoining, and temporal clauses, and embedded relative clauses. While she appears very competent in English and at least basically competent in Spanish, her BINL placement would be the same in these two languages. Her mean BINL scores would have her assessed as Limited English Speaking and as Limited Spanish Speaking.

MS, Age 8.8, Grade 3, SBC-Rural

Construction	Page/turn	Example
ARTICLES		
Definite	3/1	The girl is eating an apple.
	8/18	The afternoon.
Indefinite	2/19	A boy is eating a apple.+
	3/1	The girl is eating an apple.
Demonstrative	7/5	I think that boy would go back . . .
PRONOUNS		
Subject	2/1	You pick three pictures out.+
	3/3	They look like they're laughing.
	3/9	I think they're in the living room.
Possessive	8/10	This boy is brushing his teeth.
	7/5	I think that boy would go back to his house and tell his mother if he could go to his friend's house.+
Object	2/1	Then you make stories out of them, like what they're doing, and um . . .
	15/16	His dad told him to go fishing.
	1/4	Watch it.
Demonstrative	1/4	Don't step on this.
ADJECTIVES	2/1	You pick three pictures out.
	4/13	'Cause they're making happy faces.
PREPOSITIONS	3/9	I think they're in the living room.
	4/1	Came back from school.
	7/5	They'll make a little house for the cars . . .
	7/7	They get the car and they leave the front open with the guy that they're playing with.
Wh- WORDS	9/9	What kind of work he did?+
	9/19	. . . he'll tell his mother what he told his grandmother . . .

Construction	Page/turn	Example
PLURALS	3/11	'Cause they have the couches.
	14/12	I think the girls and boys pushed him because they wanted to get out first.
VERB FORMS		
Copula	16/11	There is a lot of water.
	3/9	I think they're in the living room.
Present Tense	2/1	You pick three pictures out.
	2/1	Then you make stories out of them . . .
3rd sing. -s	11/1	He said he'll probably go to school after he brushes his teeth.
Past Tense		
regular	14/12	I think the boys and girls pushed him because they wanted to get out first.
	8/10	Before he brushed his teeth he ate, then he brushed his teeth.
irregular	11/1	He said he'll probably go to school after he brushes his teeth.
	4/1	Came back from school.+
	9/19	And when he gets home he'll tell his mother what he told his grandmother and he'll tell her what her grandmother did.
COMPLEX VERBS		
Progressives	2/19	A boy is eating a apple.+
	3/3	They look like they're laughing.
	8/10	The boy is brushing his teeth.
Modals	7/5	And if she said yes, he would go and he will play cards and they'll make a little house for the cars.+
	2/1	What would they do after, what would they do before, and what would you do over there when . . .?
	7/5	I think that boy would go back to his house and tell his mother if he could go to his friend's house.+

Construction	Page/turn	Example
NEGATION		
Do support	1/4	Don't step on this.
QUESTION FORMATION		
Wh- fronting	9/9	What kind of work he did?+
COMPLEX SYNTAX	2/1	Then, like, you make stories out of them, like what they're doing, and . . .
	7/5	I think that boy would go back to his house and tell his mother if he could go to his friend's house.
	15/16	His dad told him to go fishing.
	4/7	After they finish they go outside to play?
	7/7	They get the car and they go and leave the front open with the guy that they're playing with.
	9/19	And when he gets home he'll tell his mother what he told his grandmother and he'll tell her what her grandmother did.

MS, Age 8.8, Grade 3, SBC-Rural

Construction	Page/turn	Example
ARTICLES		
Definite	7/11	La niña se anda agarrando el vestido y se va a cambiar pa' la escuela.
	8/1	Entonces se va a lavar los dientes.
Indefinite	14/3	Un parque.
	3/9	Una casa.
PRONOUNS		
Subject	9/15	Yo no sé.
	9/16	Yo tampoco.
Possessive	8/5	También tiene que hacer su pelo.
	8/3	Con sus piyamas.
Object	3/5	Viven con ellos.
	13/5	El carro la va a agarrar.
ADJECTIVES	8/7	Dos trensas.
PREPOSITIONS	7/11	La niña se anda agarrando el vestido y se va a cambiar pa' la escuela.+
	8/1	Entonces va a ir a la escuela.
	8/3	Con sus piyamas.
	9/8	Cuando viene de la escuela.
	10/8	En la escuela.
Possessive de	16/8	¿De quién es la vaca?
PLURALS	3/13	Van a mojar los patos.
	8/7	Dos trensas.
	10/6	Que va a saber muchas cosas.
	8/1	Entonces se va a lavar los dientes.

Spanish/MS

Construction	Page/turn	Example
VERB FORMS		
Simple Present	14/8	Me paseo en los columpios.
	9/6	Hace su tarea.
	9/8	Cuando viene de la escuela.
Reflexive	7/11	La niña se anda agarrando el vestido . . .
	14/8	Me paseo en los columpios.
	2/4	Se van a mojar.
	7/2	¿Cómo se llaman los nombres de ellos?+
	12/10	¿Cómo se llama la canción?
SER/ESTAR		
Ser	16/18	¿De quién es la vaca?
	7/5	¿Qué son los nombres de ellos?
COMPLEX VERBS		
Subjunctive	7/18	Entonces cuando se cambie va a ir abajo y . . .
Periphrastic Future	7/11	. . . se va a cambiar pa' la escuela.
	8/1	--va a ir a comer. Entonces se va a lavar los dientes.
	3/	Van a correr.
Progressive	7/11	La niña se anda agarrando el vestido . . .
	12/17	Se anda cayendo.
	2/17	Andan caminando.
Modals	8/11	También tiene que llevar sus libros pa' la escuela.
	8/5	También tiene que hacer su pelo.
	12/15	El niño quiere agarrar la suera.
NEGATION		
	9/15	Yo no sé.
	13/11	Porque no tiene la suera.

Spanish/MS

Construction	Page/turn	Example
QUESTION FORMATION		
Interrogatives	7/2	¿Cómo se llaman los nombres de ellos?+
	7/5	¿Qué son los nombres de ellos?
	12/10	¿Cómo se llama la canción?
	16/18	¿De quién es la vaca?
COMPLEX SYNTAX	7/11	La niña se anda agarrando el vestido y se va a cambiar pa' la escuela.
	7/18	Entonces cuando se cambie va a ir abajo y va ir a comer.
	3/7	Yo sé dónde viven también.

3.3.3 NF, Age 8.11, Grade 3, LAC-Suburban

Summary of NF's English. NF, at the age of 8.11, seems to speak an English which is fluent and colloquial. He uses articles correctly, as he demonstrates with definites and indefinites. His production of pronouns is wide and varied, including subject, possessive, object, indefinite, and demonstrative forms. He utilizes correct pre-nominal adjective placement (The right clothes . . .) and predicate adjective usage (They were poor). He uses a number of prepositions correctly, although it appears that en for English in may be a pronunciation overlap from Spanish. He indicates knowledge of the rules for pluralization, and a number of verb forms and tenses--the present and past tenses of be, present and past tenses of other verbs, including regular and irregular pasts. He uses a variety of complex verb forms, such as the progressive, semi-modals, and modals. He shows mastery of rules for negation, with never and not; the latter is used in contracted form with acceptable auxiliary verbs (won't, can't), and a less accepted and more colloquial form, ain't. In his formation of questions he shows that he has do support and Wh- fronting under control, even though he incorrectly treats got as a main verb (Why does she got a sponge in her hand?+). To express more complex relationships, he can embed one sentence into another with that and because; he can conjoin sentences with and, and can subordinate relative clauses with what. The following example illustrates a dependent clause with that and conjoining with and: One day they said that they wanted to go pick some flowers and they did. In sum, NF

appears to have many of the basic rules of grammar in place, and expresses himself well in English.

Summary of NF's Spanish. NF's Spanish also appears to be fluent and wide-ranging in the variety of structures he employs, but there are indications that it is influenced by his English. While he produces both masculine and feminine articles, and shows number agreement with their nouns, he has not yet learned the exception that feminine nouns have a masculine article if they begin with a stressed vowel, so he incorrectly produces la agua+. He demonstrates command of subject, possessive, object, and indirect object pronouns, but he incorrectly uses the personal a, used for animate referents with an inanimate referent (. . . para matar a animales). He shows correct prenominal placement of quantifiers (muchos árboles; mucho zacate), and correct use of predicate adjectives (Porque está pobre), and comparative forms (. . . más que todo; . . . tan 'rich'). However, his syntax here may reflect English influence (muchas más cosas = many more things). He uses prepositions correctly, including possessive de, although again he incorrectly uses it after tener, which itself indicates possession (Tenían un río de ellos+). He knows the rules for pluralization, present tense verb forms, regular and irregular preterites, and the imperfect tenses. He produces reflexive verbs correctly for the most part, but has not sorted out the semantics of llamarse, in saying that 'the title calls itself' (El título se llama . . .). He demonstrates knowledge of the formal and meaning differences between ser and estar, and adequately handles more complex verbal constructions such as the

subjunctive, periphrastic future, progressive, and modals. He knows how to use negation (no, ni), and interrogatives (por qué), although he fails to use the preferred word order in Spanish which inverts subject and verb in questions: Y por qué la mamá le dijo? rather than, . . . le dijo la mamá? To express complex relationships, he uses sentence conjunction, comparative clauses, purpose clauses, and indirect discourse, to name a few. In sum, NF appears to be a very competent user of Spanish, but exhibits interference frm English in some areas.

Our conclusion that English may be NF's stronger language would not agree with his placement in terms of the BINL. His mean scores would assess him as being Limited English Speaking and Limited Spanish Speaking.

NF, Age 8.11, Grade 3, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	1/11	We have to say what's happening in the picture.
	6/3	That their mother would love the flower.
Indefinite	3/17	The right clothes is a good idea.
	4/23	Just a story.
	12/18	He's a Chinese.+
	14/3	Because he ain't an animal.
PRONOUNS		
Subject	1/11	We have to say what's happening . . .
	2/8	You hafta pick three pictures, Belinda.
	2/14	I'm gonna take one out.
	3/10	It says: Ah Wong of China.
	5/1	They lived in the forest.
Possessive	5/1	And her name was Belinda.
	5/1	He caught a butterfly for his mother.
	5/1	They all lived with their mom.
	6/3	That her mother would love the flower.
	12/16	His name was Chin Chon Chong.
Object	2/22	You buy them.
	3/21	Let me turn on the stereo.
	1/1	What did you give them?
	1/14	The elephant jumped on him and he squashed him like a tortilla.
	14/9	He got it from a tree.
Indefinite	2/14	I'm gonna take one out.
Demonstrative	20/19	She just says that.
ADJECTIVES	2/8	You hafta pick three pictures, Belinda.
	3/17	The right clothes is a good idea.
	6/8	They were poor.

Construction	Page/turn	Example
PREPOSITIONS	1/11	We have to say what is happening in the picture.
	2/12	En Tijuana, look like.+
	2/14	I'm gonna take one out.
	3/21	Le me turn on the stereo.
	5/1	They all lived with their mother.
	11/16	The boy got mad at the elephant.
	18/18	They went to the North Pole.
PLURALS		
Regular	2/8	You hafta pick three pictures, Belinda.
	4/19	This girl is picking flowers in the forest.
	6/8	Because they didn't have any shoes.
VERB FORMS		
Copula	3/17	The right clothes is a good idea.+
	1/3	I'm going to be nine.
	4/4	I'm ready.
	14/3	Because he ain't an animal.
	5/1	And he name was Belinda.+
	6/8	They were poor.
Present Tense	3/21	Let me turn on the stereo.
3rd pers. -s	20/19	She just says that.
have/got	5/1	And the girl got ten for his mom--for her.
	5/1	They didn't have a father.
	6/8	Because they didn't have any shoes.
	8/20	Do you got a question?+
	9/4	Why does she got a sponge in her hand?+
Past Tense		
regular	5/1	They lived in the forest.
	5/1	They all lived with their mother.
irregular	3/2	He fell.

Construction	Page/turn	Example
COMPOUND VERBS		
Progressive	1/11	We have to say what's happening in the picture.
	4/19	This girl is picking flowers in the forest.
	9/21	I would say because she was playing in the dirt.
Semi-modals	1/3	I'm gonna be nine.
	2/14	I'm gonna take one out.
	2/8	You hafta pick three pictures, Belinda
Modals	3/10	I could look in the back.
	4/10	I can't speak Spanish that good.
	6/3	That her mother would love the flower.
	9/21	I would say because she was playing in the dirt.
NEGATION	14/3	Because he ain't an animal.
	16/19	They won't put kids in jail, huh?
	4/10	I can't speak Spanish that good.
	6/1	They never got married.
Do support	6/8	Because they didn't have any shoes.
	9/6	I don't got anymore questions.+
QUESTION FORMATION		
Do support & Wh- fronting	1/1	What did you give them?
	9/4	Why does she got a sponge in her hand?+
	8/20	Do you got a question?+
Tag Q	16/9	They won't put kids in jail, huh?
COMPLEX SYNTAX	1/14	The elephant jumped on him and he squashed him like a tortilla.
	1/11	We have to say what's happening in the picture.
	5/1	One day they said that they wanted to go pick some flowers and they did.
	9/21	I would say because she was playing in the dirt.
	10/11	It's just like if you're a superstar.+
	10/13	You're holding it like a microphone.

NF, Age 8.11, Grade 3, LAC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	3/12	Se cayó la leche.
	4/12	Juan vive en el campo.
	5/7	¿Y por qué la mamá le dijo?+
	12/5	Les gusta estar en la agua más que todo.+
	5/22	Está agarrando leche de las chichis de la vaca.
	6/14	Se quitó los zapatos.
Indefinite	4/12	El vive con una vaca.
	18/1	Tenían un rancho, muchas frutas--
	17/5	La mamá le compró para su regalo cinco bicicletas . . . y unos calzones.
Demonstrative	11/8	¿Por qué no pones esa cosa para que me oigan?
PRONOUNS		
Subject	4/15	Él se llama Ally.
	10/12	Yo como frutas afuera.
	12/1	Ellos viven solos.
Possessive	5/5	¿Y por qué quiere gastar su dinero?
Object	18/7	Le van a abrazar y van a vivir con ellos.
	6/18	Porque se lo encontró.
	5/7	La va a matar.
Indirect Object	5/7	¿Y por qué la mamá le dijo?+
	6/4	Les gusta estar en el cerro porque hay mucho zacate.
	6/18	Porque se lo encontró.
	9/10	A mí me gusta.

Spanish/NF

Construction	Page/turn	Example
ADJECTIVES		
Simple	6/6a	Hay muchos árboles, y hay mucho zacate.
	6/12	Porque está pobre.
Comparative	17/30	Y una piñata y muchas más cosas.+
	12/5	Les gusta estar en la agua más que todo.+
	17/15	Y luego eran tan, am, ¿"rich"?
PREPOSITIONS	4/12	Juan vive en el campo.
	4/12	El vive con una vaca.
	17/9	Y les compró miles de cosas.
Possessive de	5/22	Está agarrando leche de las chichis de la vaca.
	18/1	Tenían un río de ellos.+
PLURALS	17/5	La mamá le compró para su regalo cinco bicicletas, diez carros, veinte carritos de juguetes, seis cartas--paquetes de cartas, veinte juegos, cincuenta y mil dulces y unos calzones.
VERB FORMS		
Simple Present	4/12	Juan vive en el campo.
	10/5	Yo no sé.
	10/12	Yo como frutas afuera.
	11/8	¿Porqué no pones esa cosa para que me oigan?
	11/16	Es divertido cuidar los gansos.
Preterite		
regular	5/1	¿Por qué la tiró?
	8/19	Yo empecé con--
irregular	5/3	¿Y por qué quiso?
	5/7	¿Y por qué la mamá le dijo?+
	7/18	Ya hicimos tres.
	12/1	Le dieron una fota--foto y aquí lo anda viendo.
Imperfect	8/1	Tenían muchas pistolas para matar a animales.+
	17/15	Y luego eran tan, am, ¿rich?

Spanish/NF

Construction	Page/turn	Example
Reflexive	3/12	Se cayó la leche.
	6/14	No, porque se quitó los zapatos.
	9/16	Así se llama la historia?
	5/18	El título se llama, Juan de Colombia.+
Reciprocal	10/18	Y se besaron, como Belinda le hace a Tino.
SER/ESTAR		
Ser	18/17	Gabriel era nomás un niñ-un hombre de veinte años.
	11/16	Es divertido cuidar los--
Estar	5/16	El niño está en una vaca.+.
	6/4	Están en el cerro--
	6/12	Porque está pobre.
COMPLEX VERBS		
Subjunctive	11/8	¿Por qué no me pones esa cosa para que me oigan, para que pueda decir mucho.
	12/1c	Para que los gansos coman.
Periphrastic Future	7/3	¿Cuánta leche va a tener la vaca?
	7/7	Luego va a ir 'piu, piu,' y se va a ir.
Progressive	5/22	Está agarrando leche de las chichis de la vaca.
	8/21b	Yo dije que andaba tachando la vaca.+
	11/20	Las niñas y los niños les andan poniendo agua a los gansos.
	12/1 1	Le dieron una foto y aquí lo anda viendo.
Modals	11/8	¿ . . . para que pueda decir mucho?
NEGATION	12/15	Pos ni le dice.
	15/17	¿Por qué no le gustó ese niño o qué?
	18/19	Y no le gusta los juguetitos de carritos.

Spanish/NF

Construction	Page/turn	Example
QUESTION FORMATION		
Interrogatives	11/8	¿Por qué no me pones esa cosa para que me oigan, para que pueda decir mucho?
	5/7	¿Y por qué la mamá le dijo?+
	5/2	¿Por qué la tiró?
Intonation	17/15	Y luego eran tan, am, ¿rich?
COMPLEX SYNTAX		
	18/7	Le van a abrazar y van a vivir con ellos.
	6/4	Les gusta estar en el cerro porque hay mucho zacate.
	12/5	Les gusta estar en la agua más que todo.+
	11/8	¿Por qué no pones esa cosa para que me oigan?
	10/18	Y se besaron, como Belinda le hace a Tino.
	7/7	Luego va a ir 'piu, piu,' y se va a ir.
	8/21	Yo dije que estaba tachando la vaca.+
	6/4	Les gusta estar en el cerro porque hay mucho zacate.

3.3.4 RR, Age 9.3, Grade 3, LAC-Urban

Summary of RR's English. RR, at 9.3 years of age, appears to communicate well in English with a good command of the basic grammatical rules, although he still demonstrates a few problems with them. He displays competence in using definite and indefinite articles, and produces a range of pronouns--subject, possessive, object, and demonstrative. He shows correct pre-nominal adjective placement (light violet), and predicate adjective usage. He attempts a comparative, but appears to be confused as to the restrictions on the use of the suffix versus the use of more (And give them more healthier+). He exhibits familiarity with a range of prepositions, although he appears to be in the process of sorting them out as well (. . . she fell on the mud+; . . . spilling their milk on the seat on the bus+). He demonstrates correct usage of Wh- words (why, when), and appears to know pluralization rules for regular and irregular plurals (horns, teeth). He produces both contracted and non-contracted copulas ('re, are, is), and demonstrates awareness of present and past tense forms, although the regular past tense morpheme, -ed is mis-applied to an irregular verb (putted, from put). He uses more complex verb tenses such as the progressive, semi-modals, and modals competently, however. He shows both the full form not and its contracted variant (in don't) in his negative sentences, and shows correct usage of question formation rules by the inversion of the subject and auxiliary in sentences such as: Why are they throwing . . .? He expresses related ideas by conjoining sentences with and, or and then, by subordination

with because, by embedding sentences with that (They think that . . .), which are the devices he uses in this sample. It seems fair to suggest that RR is a fluent speaker of English, although still in the process of learning some of the exceptions to the rules of grammar.

Summary of RR's Spanish. RR appears to be slightly more comfortable in Spanish than in English, as evidenced by this sample of speech. He shows correct usage of definite, indefinite, and demonstrative articles, including the rules for gender and number agreement. He exhibits a wide range of pronouns--subject, possessive, object, indirect, and demonstrative--and, in addition, passive se which eliminates the need to express the agent (Se ve como un barco). He correctly uses adjectives, both as predicate modifiers (. . . son muchos), and descriptively in pre-nominal position (El otro día). He demonstrates knowledge of prepositions, and the rules for pluralization. He appears to produce a number of verb forms without problem--the simple present, regular and irregular preterites, and the imperfect past tenses. He also uses the reflexive correctly (Se le olvidó su caja de lonche), and knows the correct forms and semantic constraints on ser and estar. As for more complex verb forms, he correctly produces the subjunctive, the periphrastic future, the progressive and modal verbs. He competently demonstrates negation and question formation with intonation and interrogative words (qué, por qué, dónde), although there is an error in subject-verb agreement and inversion in one example (¿Y por qué los demás no les ayudó?+). He expresses more complex ideas by the conjoining of sentences with y, by

clauses relating indirect discourse, and by dependent clause introduced by temporal words (después) and other subordinators (porque). From this sample it is fair to suggest that RR's Spanish is good, and that it is slightly better than his English language ability. However, his mean BINL scores would place him in the Limited category for both Spanish and English.

RR, Age 9.3, Grade 3, LAC-Urban

Construction	Page/turn	Example
ARTICLES		
Definite	4/12	That's why he putted the hat.+
	5/6	The kids are eating fruit.
Indefinite	2/5	I have a question.
PRONOUNS		
Subject	4/12	He doesn't have any hair.
	5/10	They think that the fruits are good for them.
Possessive	11/6	And his is black.
	5/16	They think that the apples and bananas are good for their teeth.
	6/19	And he's, and he's, and she's--And her sweater is yellow.
	7/2	And hers is white.
Object	5/10	They think that the fruits are good for them?
Demonstrative	5/14	And give them more healthier?+
	5/4	I don't have another story for this.
	4/12	That's why he putted the hat.+
ADJECTIVES		
Simple	6/15	And his shirt is light violet.
	8/17	The kind of silver things.
	12/21	And her skirt is white, purple, orange, yellow, red.
Comparative	5/14	And give them more healthier.+
PREPOSITIONS	2/1	They spilling their milk on the seat on the bus.+
	9/4	They're laughing to each other--+
	9/6	Because they're laughing at each other.
	12/14	Going on a field trip.
	12/16	Maybe go to the zoo.
	13/16	They were playing tag and then she fell on the mud.+

Construction	Page/turn	Example
WH- Words	1/7	Why are they throwing--?
	4/12	That's why he putted the hat.+
	14/18	And then when she's finished she gonna put away the bubble.+
PLURALS		
Regular	5/6	The kids are eating fruits.+
	17/20	Their horns.
Irregular	6/9	For their teeth.
VERB FORMS		
Copula	5/16	They think the apples and bananas are good for their teeth.
	7/4	And hers is white.
Present Tense	5/20	I don't know.
	6/1	They eat fruit all day.
	6/5	And they like apricots.
have/got	1/5	I have a question.
Past Tense		
regular	4/12	That's why he putted the hat.+
irregular	3/16	They were playing tag and then she fell on the mud.+
COMPLEX VERBS		
Progressive	4/2	How come the kid is pulling the hair out of the cow?
	12/9	How come he's carrying the luggage?
	1/7	Why are they throwing--?
	5/6	The kids are eating fruits.
Semi-modals	14/14	And then she is gonna put shampoo on her head.
	14/18	And then when she's finished she gonna put away the bubble.+
Modals	15/14	She could clean her nose.
	5/4	Could I change?
	13/14	So they friends cannot say she's dirty.+

Construction	Page/turn	Example
NEGATION	13/14	So they friends cannot say she's dirty.+
Do support	5/4	I don't have another story for this.
	4/12	He doesn't have any hair.
QUESTION FORMATION		
Wh- fronting & Inversion	1/7	Why are they throwing--?
	5/4	Could I change?+
	4/2	How come the kid is pulling the hair out of the cow?
COMPLEX SYNTAX	5/16	They think that the apples and bananas are good for their teeth.
	9/4	They're laughing to each other because the fruits are fun.+
	13/16	They were playing tag and then she fell on the mud.+
	4/12	That's why he putted the hat.+
	5/10	They think that the fruits are good for them.+
	13/14	So they friends cannot say she's dirty.+

RR, Age 9.3, Grade 3, LAC-Urban

Construction	Page/turn	Example
ARTICLES		
Definite	6/1	Les gustan los libros.
	6/11	Y éste es de la fantasía.
Indefinite	5/8	¿Por qué se fueron en un barco?
	8/12	Una mitad de aquí y otra de aquí.
Demonstrative	7/14	Y éste apenas anda empezando ésta página.
PRONOUNS		
Subject	8/19	Pero ellos van a estar cansados.
Possessive	1/21	Esos son tuyos.
	13/17	Se le olvidó su caja de lonche.
	14/22	Su tarea.
Object	6/21	Y pa' que aprenda lo de los fantasmas.
Indirect Object	6/1	Les gustan los libros.
	7/2	Porque éste se le mira la cara.
	15/19	Se le hacía más tarde.
Demonstrative	7/27	Y a éstos les gustan los fantasmas y éste los cartunes.
	7/16	Y éste anda viendo el dibujo.
Passive se	10/20	Se ve como un barco.
ADJECTIVES	8/11	Pero son muchos.
	15/7	El otro día.
PREPOSITIONS	5/8	¿Por qué se fueron en un barco?
	6/11	Este es de la fantasía.
	6/23	De noche.
PLURALS	1/21	Esos son tuyos.
	8/11	Pero son muchos.

Construction	Page/turn	Example
VERB FORMS		
Simple Present	4/14	Pero ése no sirve.
	6/15	Tienen la lámpara prendida pa' que vean.
	6/17	Y les gusta leer pa' que aprendan.
Preterite		
regular	13/17	Después agarró su lonche y se fue . . .
	15/14	Es que se le olvidó y tenía prisa.
irregular	5/6	¿Pero a dónde fueron?
	13/17	La niña se fue pa' atrás.
Imperfect	15/19	Se le hacía más tarde.
	15/14	Es que se le olvidó y tenía prisa.
	20/1	Y después los niños estaban cansados y que todavía tenían que ir a la casa caminando.
Reflexive	15/5	Después de ver la tele se va a dormir.
	13/17	Y asustó a la niña y la niña se fue pa' atrás.
	13/17	Se le olvidó su caja de lonche.
	15/19	Se le hacía más tarde.
SER/ESTAR		
Ser	1/21	Esos son tuyos.
	6/11	Este es de la fantasía.
Estar	8/21	Pero van a estar cansados.
	7/	Porque en la sala están los sillones.
COMPLEX VERBS		
Subjunctive	6/19	Y pa' que éste aprenda lo de los fantasmas.
	13/17	Y que el manejador del bus le dice a una niña que le dé la caja a la niña.
Periphrastic Future	8/15	Van a ir pa' atrás y pa' adelante.
	8/21	Pero van a estar cansados.
Progressive	13/17	Después agarró el lonche y se fue corriendo a su casa.
	16/12	¿Qué andaba jugando?
	6/9	Están leyendo mucho en la escuela.

Construction	Page/turn	Example
Modals	20/20	Pero debe de decir: stop when red lights flash, ¿verdad?
	19/19	Y los niños estaban tristes porque tenían que caminar.
NEGATION	4/14	Pero ése no sirve.
	8/9	Porque en su cuarto no hay libros y aquí, sí.
QUESTION FORMATION		
Interrogatives	16/12	¿Qué andaban jugando?
	13/6	¿Y por qué los demás no les ayudó.+
	10/16	¿Qué es esto?
	4/25	¿Dónde fueron?+
Intonation	5/13	¿Pescaron?
COMPLEX SYNTAX	7/24	Y a éstas les gustan los fantasmas y a éste los cartunes.
	15/5	Después de ver la tele se va a dormir.
	16/1	Es que su mamá dijo que venga temprano pa' que coma.+
	19/19	Y los niños estaban tristes porque tenían que caminar.

3.3.5 PA, Age 9.8, Grade 3, OC-Suburban

Summary of PA's English. At age 9.8, the oldest first grader in the study, PA is making progress toward English language proficiency. She shows an ease of expression and some use of correct grammar, but there is evidence that a number of points of grammar have not been learned completely. While she produces the definite and indefinite articles the, a, and some, she incorrectly uses the with a proper name (They came from the India+). She produces a number of pronouns--subject, possessive, and object--and adjectives correctly, and appears to have mastered several prepositions, although locatives are still a problem (He's at the bathroom+). She demonstrates knowledge of interrogative words to form questions, but does not display consistent use of the rule for subject-auxiliary inversion (Do you know what color is the dress?+; Why the little boy is washing his teeth?+). She shows no problems with pluralization, but seems to have problems with verbs and verb agreement (There was three girls . . .+; . . . and one little kid fall+). She produces more complex verbs such as progressives, semi-modals, and modals without a problem in this sample. She demonstrates problems with negation, preferring negative morphemes with n- (They have no shoes, no socks, no blouse, nothing) to the not . . . any construction. She uses an agreement rule for negation in which don't and no co-occur, producing double negatives common in the speech of children (They don't have no dress). While she does show evidence of do support in questions and negative statements, she shows that she

has not quite mastered the rules for subordination with because/ so that, incorrectly using the former: He's brushing his teeth because to don't get cavities+. For PA, there is a lot more learning of English that needs to be done, although she seems to know some of the basics.

Summary of PA's Spanish. PA's Spanish language abilities appear to surpass her English language abilities. She produces a variety of definite and indefinite articles, demonstrating knowledge of the gender and number agreement rules. She uses a number of pronouns correctly--subject, possessive, object, indirect object, and demonstrative--and adjectives in both their predicate adjective and post-nominal usages (Las casas estaban bonitas?; . . . señores blancos?). She also uses a number of prepositions correctly, and seems to have no problems with pluralization rules. She demonstrates knowledge of verb forms--simple present, preterite regular and irregular, and the imperfect. She also demonstrates mastery of reflexive verb usage (Pero nomás que mucha gente se arrepintió y se cambió mejor), and of the semantic and formal differences between ser and estar (¿Cómo era allí, la colonia?; . . . está el baño en medio de los cuartos). She also demonstrates control of more complex verbal forms, such as the subjunctive, the periphrastic future, and the progressive. She has no problems with negation, and uses a number of interrogatives (por qué, cuánto, dónde, cómo) in addition to intonation for questions. She appears to be able to handle a wide variety of subordinate clauses, the most impressive examples in this sample occurring in the same sentence. As the examples show, she produces

indirect discourse, a purpose clause, and another purpose clause all in the subjunctive: Le dijeron que le fueran a agarrar botes para que le fueran a llevar comida a los patos para que estén gordos y bonitos. It seems apparent that PA is very competent in her native language, and her performance in it far overshadows her English language performance.

This evaluation is completely at odds with her predicted BINL placement, however. On the basis of her mean BINL scores, she would be assessed as Functional English Speaking and Limited Spanish Speaking. This does not reflect her abilities as indicated by the speech data in her linguistic profile.

PA, Age 9.8, Grade 3, OC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	8/10	They came from the India.+
	1/2	The kids are taking food to the ducks.
	2/1	The little girl wake up and . . .+
Indefinite	2/1	And she's getting a dress.
	3/15	They're gonna take some flowers to her mother.
PRONOUNS		
Subject	2/1	And she's getting a dress . . .
	2/10	And they have a piñata.
	8/20	He is at the bathroom.+
	13/14	It's red with some flowers.
Possessive	3/15	They're gonna take some flowers to her mother.
	4/9	Because I can pick some flowers and take them to my mother.
	9/7	He is washing his teeth.
Object	4/9	Because I can pick some flowers and take them to my mother.
ADJECTIVES	1/6	Four boys and three girls.
	4/11	. . . and then grow up big and pretty.
	5/4	The blouse is yellow and white.
PREPOSITIONS	1/2	The kids are taking food to the ducks.
	3/6	They're picking flowers in, like, a park.
	5/4	And the blouse is yellow with white.
	5/10	They came from the India.+
	8/20	He's at the bathroom.+
Wh- WORDS	9/25	What color is his hair?
	2/13	Do you know what color is the dress?+

Construction	Page/turn	Example
PLURALS	1/2	The kids are taking food to the ducks.
	3/9	There are a lot of trees and a lot of flowers and plants.
VERB FORMS		
Copula	2/1	And she's happy because she's going to a party.
	5/4	And the house is yellow with white.
	8/20	He is at the bathroom.+
Present Tense	4/9	Because I can pick some flowers . . .
	13/24	They go to school to learn more language.
Past Tense		
irregular	7/12	There was three girls and they were poor.+
	8/10	They came from the India.+
	13/5	. . . and one little kid fall.+
COMPLEX VERBS		
Progressives	1/2	The kids are taking food to the ducks.
	2/1	She's getting a dress because she's going to a party.+
	3/2	Why the little boy is washing his teeth?+
Semi-modals	3/15	They're gonna take some flowers to her mother.
	11/22	Because they have to be big and fat.
Modals	4/9	Because I can pick some flowers and take them to my mother.
QUESTION FORMATION		
Wh- fronting	9/25	What color is his hair?
	3/2	Why the little boy is washing his teeth?+
Do support	2/13	Do you know what color is the dress?+

Construction	Page/turn	Example
NEGATION	7/10	They have no shoes, no socks, no blouse, nothing.+
Do support	7/19	They don't have no dress.+
	10/10	He's brushing his teeth because to don't get cavities.+
COMPLEX SYNTAX	4/9	Because I can pick some flowers and take them to my mother.
	2/13	Do you know what color is the dress?+
	2/1	And she's happy because she's going to a party.
	10/10	He's brushing his teeth because to don't get cavities.+

PA, Age 9.8, Grade 3, OC-Suburban

Construction	Page/turn	Example
ARTICLES		
Definite	15/19	¿Cómo era allí la colonia?
	16/4	Este, ay, pos no me deja ver el retrato.
	14/16	¿Y cuánto valían las paletas?
	15/1	¿Por qué iban los niños a comprar . . .?
Indefinite	15/17	¿Arriba de un cerro o dónde?
	17/15	Tiene una puerta acá y otra puerta acá.
PRONOUNS		
Subject	23/2	Y yo no--A mí nomás me faltan dos.
	23/4	Tú ya los dijiste todos, Loreta.
Possessive	16/10	. . . somos muchos en mi familia.
	21/4	Y eran siete niños y su mamá y su papá . . .
Object	18/13	Sí, se la compró.
	21/14	Ah, te va a pegar la señora.
	23/2	A mí nomás me faltan dos.
Indirect Object	16/4	Este, ay, pos no me deja ver el retrato.
	21/4	Le dijeron que fueran a agarrar botes para que le fueran a llevar . . .+
Demonstrative	19/10	Es ésta con todo eso mugrero.
ADJECTIVES	21/4	. . . para que estén gordos y bonitos.
	15/11	¿Había blancos, señores blancos?
	15/13	¿Las casas estaban bonitas?
PREPOSITIONS	15/17	¿Arriba de un cerro o dónde?
	19/10	Es ésta con todo eso mugrero.
	17/15	O sea que está el baño en medio de los cuartos.
	18/3	Ya estamos empacando la ropa en las maletas.

Construction	Page/turn	Example
PLURALS	15/13	¿Las casas estaban bonitas?
	21/4	. . . los patos pa' que--para que estén gordos y bonitos.
	14/16	¿Y cuánto valían las paletas?
VERB FORMS		
Simple Present	23/2	A mí nomás me faltan dos.
	16/4	Este, ay, pos no me dejas ver el retrato.
	17/15	Tiene una puerta acá y otra puerta acá.
Preterite		
regular	18/13	Sí, se la compró.
irregular	21/4	Le dijeron que fueran a agarrar botes para que . . .
	23/4	Tú ya les dijistes todos . . .
Imperfect	21/4	Tenían puro amarillo.
	14/16	¿Y cuánto valían las paletas?
	21/6	Y hacían: quack, quack.
	3/3	Pero su mamá no sabía . . .
	15/1	¿Por qué iban los niños a comprar una paleta?
Reflexive	22/10	Y se cansaban mucho los días y por eso se levantaban bien tarde.+
	22/11	Pero nomás que mucha gente se arrepintió y se cambió mejor.
SER/ESTAR		
Ser	19/10	Es ésta con todo eso mugrero.
	16/10	. . . no la voy a comprar porque somos muchos en mi familia.
	17/15	O sea que está el baño en medio de los cuartos.
	15/19	¿Cómo era allí la colonia?
Estar	17/15	O sea que está el baño en medio de los cuartos.
	15/13	¿Las casas estaban bonitas?
	21/4	. . . para que estén gordos y bonitos.

Construction	Page/turn	Example
COMPLEX VERBS		
Subjunctive	17/15	O sea que está en medio de los cuartos.
	18/11	Les mandó su mamá a que fueran a agarrar botes . . .
Periphrastic Future	16/10	Pos yo creo que no la voy a comprar porque somos muchos en mi familia.
	21/4	Le dijeron que fueran a agarrar botes . . .
Progressive	18/3	Ya estamos empacando la ropa en las maletas.
	20/1	Siete niños estaban agarrando comida para los patos.
	2/10	Era un niño que andaba jugando y luego--
NEGATION	20/5	Pos claro, en el rancho no hay luz.
	16/4	Pos no me dejas ver el retrato.
	16/10	Pos yo creo que no la voy a comprar . . .
QUESTION FORMATION		
Interrogatives	15/1	¿Por qué iban los niños a comprar paletas?
	14/16	¿Cuánto valían las paletas?
	15/17	¿Arriba de un cerro o dónde?
	15/19	¿Cómo era allí la colonia?
Intonation	15/13	¿Las casas estaban bonitas?
COMPLEX SYNTAX	16/10	Pos yo creo que no la voy a comprar porque somos muchos en mi familia.
	19/10	Es ésta con todo eso mugrero.
	21/4	Le dijeron que fueran a agarrar botes para que le fueran a llevar comida a los patos para que estén gordos y bonitos.
	20/1	Los mandó su mamá a que fueran a agarrar botes para que fueran a llevarle comida a los patos.
	18/11	Pero con una condición, que si está buena el sin o algo.

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